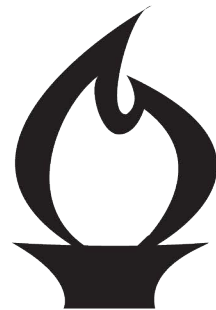


ANNUAL PERFORMANCE REPORT ON UTAH'S STATE PERFORMANCE PLAN LEA REPORTS

FFY 2022



Utah State
Board of
Education

Special
Education
Services

NA Symbol Key

When an indicator is not applicable for an LEA, one of the following symbols will be noted in the “FFY 2022 LEA Data” column.

- * = The LEA did not report any students ages 14–21 with IEPs as exiting special education in FFY 2022.
- ^ = The LEA did not have students with IEPs in the indicated grade participate in the statewide assessment in FFY 2022.
- + = The LEA did not have students in the indicated grade participate in the statewide assessment in FFY 2022 or the LEA did not have students with IEPs in the indicated grade participate in the statewide assessment in FFY 2022.
- ~ = The LEA did not meet the n- and/or cell-size for the indicator in FFY 2022.
- = The LEA did not report data for the indicator in FFY 2022.
- × = The LEA is a special school established by State Code.
- ` = The LEA did not serve preschool students with IEPs in FFY 2022.
- = The LEA did not report any preschool students ages 3–5 with IEPs as exiting special education in FFY 2022.
- v = The LEA was not selected for a survey or for monitoring in FFY 2022.
- ∩ = The LEA was selected for a survey in FFY 2022 but did not have respondents.
- ∴ = The LEA did not have preschool transitions in FFY 2022.
- ° = The LEA was not in operation in FFY 2022.

Annual Performance Report on Utah's State Performance Plan Academy for Math Engineering & Science FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Academy for Math Engineering & Science has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Academy for Math Engineering & Science's FFY 2022 Part B determination are outlined below.

Academy for Math Engineering & Science Part B Indicator Data

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	33.33%	YES	8.31%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	31.25%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	36.01%	YES	36.27%	YES

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	22.22%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.15	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.80	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	42.86%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	85.71%	YES	65.39%	NO

#	Indicator	Academy for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	85.71%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Advantage Arts Academy (AAA) FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Advantage Arts Academy (AAA) has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Advantage Arts Academy (AAA)'s FFY 2022 Part B determination are outlined below.

Advantage Arts Academy (AAA) Part B Indicator Data

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	44.44%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	44.44%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	90.91%	YES	73.60%	YES

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.55%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.29	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.88	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	42.86%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Advantage Arts Academy (AAA) Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Alpine District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Alpine District has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Alpine District's FFY 2022 Part B determination are outlined below.

Alpine District Part B Indicator Data

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	70.42%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	22.29%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.78%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.18%	83.18%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.32%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.49%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.16%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.45%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	21.53%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	8.69%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	6.64%	NO	8.31%	NO

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	29.77%	29.77%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	8.27%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	4.24%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	5.77%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	25.93%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	33.91%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	35.29%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	7.41%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	16.38%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	30.93%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	38.77%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	42.05%	NO	36.27%	YES

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	28.21%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	7.41%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	28.89%	NO	26.61%	NO
4A	Significant Discrepancy	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	YES	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	1.53	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	75.73%	YES	73.60%	YES

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	6.79%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	3.77%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	39.06%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	37.37%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.27%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	91.92%	YES	87.12%	NO

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	56.73%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	96.10%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	49.92%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	93.92%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	63.21%	NO	53.61%	NO

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.68%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.03	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.11	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	25.65%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	67.02%	YES	65.39%	NO

#	Indicator	Alpine District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	86.91%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan American Academy of Innovation FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

American Academy of Innovation has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make American Academy of Innovation's FFY 2022 Part B determination are outlined below.

American Academy of Innovation Part B Indicator Data

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	45.83%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	70.83%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	36.36%	YES	8.31%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.88%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	23.26%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	4.88%	YES	36.27%	YES

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	5.01%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	85.71%	YES	73.60%	YES

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA	NA	53.61%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.16	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.50	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	100.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	American Academy of Innovation Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan American Leadership Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

American Leadership Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make American Leadership Academy's FFY 2022 Part B determination are outlined below.

American Leadership Academy Part B Indicator Data

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	93.75%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	6.25%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.59%	92.59%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.21%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.32%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.69%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	12.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	6.25%	NO	8.31%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	23.08%	23.08%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	12.50%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.89%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	28.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	39.64%	NO	36.27%	YES

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	11.75%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	28.77%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	92.02%	YES	73.60%	YES

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.88%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA	NA	53.61%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	58.33%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.41	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.43	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	50.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	50.00%	NO	65.39%	NO

#	Indicator	American Leadership Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan American Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

American Preparatory Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make American Preparatory Academy's FFY 2022 Part B determination are outlined below.

American Preparatory Academy Part B Indicator Data

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	62.50%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	12.50%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.57%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.32%	90.32%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.43%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.57%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.32%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.43%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.67%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	19.23%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	27.78%	YES	8.31%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.83%	20.83%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	15.38%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.56%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	50.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	100.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	75.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.75%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	18.05%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	19.88%	YES	36.27%	YES

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	29.07%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	100.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	17.78%	YES	26.61%	NO
4A	Significant Discrepancy	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%	0.58	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.83	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	93.01%	YES	73.60%	YES

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.33%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA	NA	53.61%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.15	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.70	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	70.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	42.86%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	50.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	66.67%	YES	65.39%	NO

#	Indicator	American Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Ascent Academies of Utah FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Ascent Academies of Utah has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Ascent Academies of Utah's FFY 2022 Part B determination are outlined below.

Ascent Academies of Utah Part B Indicator Data

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.34%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	83.33%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.34%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.67%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	5.26%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	13.64%	YES	8.31%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	18.75%	18.75%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	5.26%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	13.04%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.05%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	29.85%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	19.97%	YES	36.27%	YES

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	21.58%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	14.60%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	83.24%	YES	73.60%	YES

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.19%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.20	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.05	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	90.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Ascent Academies of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Athenian eAcademy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Athenian eAcademy has achieved the determination status of:

Needs Intervention

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Athenian eAcademy's FFY 2022 Part B determination are outlined below.

Athenian eAcademy Part B Indicator Data

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	88.89%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	11.11%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	52.63%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	54.55%	54.55%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	52.63%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.64%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	22.22%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	33.33%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	33.33%	33.33%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	1.46%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	5.96%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	-15.38%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.15%	YES	73.60%	YES

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.94%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	86.67%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.46	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.03	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	14.29%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	85.71%	YES	65.39%	NO

#	Indicator	Athenian eAcademy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	85.71%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Athlos Academy of Utah FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Athlos Academy of Utah has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Athlos Academy of Utah's FFY 2022 Part B determination are outlined below.

Athlos Academy of Utah Part B Indicator Data

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	25.00%	25.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	25.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	16.67%	16.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	34.04%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	9.09%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	10.99%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	66.67%	YES	73.60%	YES

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.53	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.10	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Athlos Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Bear River Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Bear River Charter School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Bear River Charter School's FFY 2022 Part B determination are outlined below.

Bear River Charter School Part B Indicator Data

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	33.33%	33.33%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	35.00%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	25.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	36.67%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	82.76%	YES	73.60%	YES

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	83.33%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.10	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Bear River Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Beaver District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Beaver District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Beaver District's FFY 2022 Part B determination are outlined below.

Beaver District Part B Indicator Data

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	83.33%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	16.67%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.78%	77.78%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.78%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.15%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	17.65%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	8.33%	NO	8.31%	NO

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	29.41%	29.41%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	7.14%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	4.35%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	27.80%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	44.44%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	33.22%	YES	36.27%	YES

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	24.23%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	31.67%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	85.40%	YES	73.60%	YES

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.75%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.44%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	50.00%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	62.50%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	87.50%	YES	53.61%	NO

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	72.22%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.82	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.49	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	50.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	66.67%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	66.67%	YES	65.39%	NO

#	Indicator	Beaver District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Beehive Science & Technology Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Beehive Science & Technology Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Beehive Science & Technology Academy's FFY 2022 Part B determination are outlined below.

Beehive Science & Technology Academy Part B Indicator Data

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	75.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	25.00%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	100.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	20.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	33.33%	YES	8.31%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	100.00%	100.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	20.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	25.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	-52.17%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	33.85%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	21.22%	YES	36.27%	YES

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	-52.17%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	32.41%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	98.18%	YES	73.60%	YES

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.14	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NA∩	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NA∩	NA	65.39%	NO

#	Indicator	Beehive Science & Technology Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA∩	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Bonneville Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Bonneville Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Bonneville Academy's FFY 2022 Part B determination are outlined below.

Bonneville Academy Part B Indicator Data

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	37.50%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	37.50%	37.50%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	0.00%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	41.67%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	0.00%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	87.27%	YES	73.60%	YES

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	7.27%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	47.06%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.74	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.31	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Bonneville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Box Elder District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Box Elder District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Box Elder District's FFY 2022 Part B determination are outlined below.

Box Elder District Part B Indicator Data

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	61.90%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	27.62%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.39%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.01%	81.01%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.12%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.39%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.54%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.98%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.15%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	6.56%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	8.33%	NO	8.31%	NO

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	19.81%	19.81%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	3.17%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.79%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	6.25%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	26.67%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	31.25%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	6.67%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	28.93%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	31.88%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	37.69%	YES	36.27%	YES

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	27.66%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	25.16%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	66.22%	YES	73.60%	YES

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	13.90%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	3.59%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	82.06%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	94.05%	YES	87.12%	NO

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	63.74%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	96.59%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	60.44%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	96.20%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	74.73%	YES	53.61%	NO

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	79.17%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.72	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	14.29%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	71.43%	YES	65.39%	NO

#	Indicator	Box Elder District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	88.10%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Bridge Elementary FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Bridge Elementary has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Bridge Elementary's FFY 2022 Part B determination are outlined below.

Bridge Elementary Part B Indicator Data

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.21%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.21%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	6.25%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	12.06%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.83%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	89.29%	YES	73.60%	YES

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.57%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.12	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.43	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Bridge Elementary Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan C.S. Lewis Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

C.S. Lewis Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make C.S. Lewis Academy's FFY 2022 Part B determination are outlined below.

C.S. Lewis Academy Part B Indicator Data

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.47%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.00%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	73.91%	YES	73.60%	YES

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	13.04%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.39	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.34	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	C.S. Lewis Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Cache District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Cache District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Cache District's FFY 2022 Part B determination are outlined below.

Cache District Part B Indicator Data

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	82.96%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	10.37%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.12%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.97%	95.97%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.45%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.63%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.74%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.45%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	30.05%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	13.08%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	8.30%	NO	8.31%	NO

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	38.46%	38.46%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	13.59%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	9.17%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	21.05%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	22.22%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	21.05%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	27.34%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	43.86%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	42.24%	NO	36.27%	YES

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	28.96%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	35.75%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	71.27%	YES	73.60%	YES

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.60%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.09%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	28.83%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	14.03%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.26%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	70.40%	NO	87.12%	NO

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	38.16%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	81.06%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	30.70%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	72.57%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	37.28%	NO	53.61%	NO

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.91	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.32	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	44.44%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	20.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	74.55%	YES	65.39%	NO

#	Indicator	Cache District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	87.27%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Canyon Grove Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Canyon Grove Academy has achieved the determination status of:

Needs Intervention

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Canyon Grove Academy's FFY 2022 Part B determination are outlined below.

Canyon Grove Academy Part B Indicator Data

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	0.00%	0.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	0.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	9.09%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	18.18%	18.18%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	31.15%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	18.07%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	92.06%	YES	73.60%	YES

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.17%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	1.59%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	86.36%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.99	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.06	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Canyon Grove Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Canyon Rim Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Canyon Rim Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Canyon Rim Academy's FFY 2022 Part B determination are outlined below.

Canyon Rim Academy Part B Indicator Data

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	50.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	66.67%	66.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	16.22%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	10.04%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	93.02%	YES	73.60%	YES

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.33%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.75	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	62.50%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Canyon Rim Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Canyons District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Canyons District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Canyons District's FFY 2022 Part B determination are outlined below.

Canyons District Part B Indicator Data

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	58.37%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	22.18%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.69%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.64%	86.64%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.56%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.18%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.90%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.97%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	24.22%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	12.12%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	10.06%	YES	8.31%	NO

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	26.36%	26.36%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	7.83%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	4.49%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	38.46%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	13.64%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	5.56%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	42.31%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	27.32%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	43.19%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	40.51%	NO	36.27%	YES

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	31.05%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	33.97%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	72.96%	YES	73.60%	YES

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	10.78%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	3.57%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	43.86%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	41.52%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	86.27%	NO	87.12%	NO

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	25.32%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	86.54%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	13.29%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	82.58%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	28.48%	NO	53.61%	NO

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	76.74%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.37	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.29	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	22.08%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	68.83%	YES	65.39%	NO

#	Indicator	Canyons District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	80.52%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Carbon District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Carbon District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Carbon District's FFY 2022 Part B determination are outlined below.

Carbon District Part B Indicator Data

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	69.44%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	25.00%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.44%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.57%	88.57%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.33%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.44%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.86%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	15.09%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	14.81%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	9.38%	YES	8.31%	NO

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	24.53%	24.53%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	12.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	33.33%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	33.33%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	27.00%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	35.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	34.37%	YES	36.27%	YES

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	21.32%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	28.72%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	83.97%	YES	73.60%	YES

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.19%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	9.73%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	63.64%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	32.47%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	96.30%	YES	87.12%	NO

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	78.57%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	92.59%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	64.29%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	96.15%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	82.14%	YES	53.61%	NO

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	66.67%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.99	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.11	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	20.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	64.00%	NO	65.39%	NO

#	Indicator	Carbon District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	80.00%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Career Academy of Utah FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Career Academy of Utah has achieved the determination status of:

Needs Intervention

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Career Academy of Utah's FFY 2022 Part B determination are outlined below.

Career Academy of Utah Part B Indicator Data

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	40.00%	40.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	40.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	16.67%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	30.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.00%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	78.57%	YES	73.60%	YES

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	21.43%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.09	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Career Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Channing Hall FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Channing Hall has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Channing Hall's FFY 2022 Part B determination are outlined below.

Channing Hall Part B Indicator Data

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	25.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	50.00%	50.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	33.33%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	31.58%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	62.86%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	11.84%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.31%	YES	73.60%	YES

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.56%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.59	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.46	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	50.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Channing Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan City Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

City Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make City Academy's FFY 2022 Part B determination are outlined below.

City Academy Part B Indicator Data

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	75.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	12.50%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	50.00%	YES	8.31%	NO

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	18.18%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	50.00%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	-6.41%	YES	36.27%	YES

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	4.90%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	86.21%	YES	73.60%	YES

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	6.90%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.11	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.35	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	60.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	80.00%	YES	65.39%	NO

#	Indicator	City Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Daggett District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Daggett District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Daggett District's FFY 2022 Part B determination are outlined below.

Daggett District Part B Indicator Data

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	50.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	57.89%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	48.57%	NO	36.27%	YES

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	20.00%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.83%	YES	73.60%	YES

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA•	NA	87.12%	NO

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA•	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA•	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA•	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA•	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA•	NA	53.61%	NO

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	66.67%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Daggett District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Davinci Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Davinci Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Davinci Academy's FFY 2022 Part B determination are outlined below.

Davinci Academy Part B Indicator Data

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.24%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	11.11%	YES	8.31%	NO

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	11.11%	11.11%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	12.50%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	100.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	100.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	47.73%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	50.62%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	49.63%	NO	36.27%	YES

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	21.47%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	100.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	19.97%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	86.14%	YES	73.60%	YES

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.53	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.72	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	44.44%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	88.89%	YES	65.39%	NO

#	Indicator	Davinci Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	88.89%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Davis District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Davis District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Davis District's FFY 2022 Part B determination are outlined below.

Davis District Part B Indicator Data

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	73.27%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	17.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.48%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.49%	81.49%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.04%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.15%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.25%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.72%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.58%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	6.32%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	7.56%	NO	8.31%	NO

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	21.74%	21.74%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	5.69%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	3.22%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	18.52%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	23.53%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	20.93%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	3.57%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	10.29%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	30.06%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	37.18%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	40.97%	NO	36.27%	YES

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	30.81%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	3.57%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	33.05%	NO	26.61%	NO
4A	Significant Discrepancy	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%	0.02	YES	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	64.68%	NO	73.60%	YES

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	10.31%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	2.30%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	52.72%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	14.98%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.37%	NO	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	92.90%	YES	87.12%	NO

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	58.62%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	97.28%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	25.12%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	96.14%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	60.84%	NO	53.61%	NO

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	82.86%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.89	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.03	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	80.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	70.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	13.92%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	68.04%	YES	65.39%	NO

#	Indicator	Davis District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	82.47%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Dual Immersion Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Dual Immersion Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Dual Immersion Academy's FFY 2022 Part B determination are outlined below.

Dual Immersion Academy Part B Indicator Data

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.93%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	34.88%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	33.33%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	93.33%	YES	73.60%	YES

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.44%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Dual Immersion Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Duchesne District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Duchesne District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Duchesne District's FFY 2022 Part B determination are outlined below.

Duchesne District Part B Indicator Data

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	47.37%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	22.81%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.54%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.94%	85.94%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.11%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.38%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.11%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	8.65%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	4.08%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	3.81%	NO	8.31%	NO

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	15.69%	15.69%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	1.90%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	66.67%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	66.67%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	26.67%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	6.67%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.77%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	17.75%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	25.37%	YES	36.27%	YES

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	26.60%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	15.38%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	79.26%	YES	73.60%	YES

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.71%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	4.01%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	67.01%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	30.93%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	88.57%	NO	87.12%	NO

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	71.43%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	93.02%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	65.31%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	86.67%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	81.63%	YES	53.61%	NO

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	71.79%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.10	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.64	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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%	84.62%	NO	99.57%	NO

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	33.33%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	21.88%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	53.13%	NO	65.39%	NO

#	Indicator	Duchesne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	81.25%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Early Light Academy at Daybreak FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Early Light Academy at Daybreak has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Early Light Academy at Daybreak's FFY 2022 Part B determination are outlined below.

Early Light Academy at Daybreak Part B Indicator Data

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	20.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	18.18%	YES	8.31%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.00%	20.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	18.18%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	34.35%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	44.93%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	32.47%	YES	36.27%	YES

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	32.17%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	35.07%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	90.15%	YES	73.60%	YES

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.03%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	73.08%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	3.54	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.93	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Early Light Academy at Daybreak Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan East Hollywood High FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

East Hollywood High has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make East Hollywood High's FFY 2022 Part B determination are outlined below.

East Hollywood High Part B Indicator Data

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	71.43%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	28.57%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.41%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.41%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	17.98%	YES	36.27%	YES

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	4.40%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	47.06%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.31	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.05	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	18.18%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	90.91%	YES	65.39%	NO

#	Indicator	East Hollywood High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	90.91%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Edith Bowen Laboratory School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Edith Bowen Laboratory School has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Edith Bowen Laboratory School's FFY 2022 Part B determination are outlined below.

Edith Bowen Laboratory School Part B Indicator Data

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	53.85%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	61.54%	61.54%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	14.78%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	18.85%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.24%	YES	73.60%	YES

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.98	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	5.96	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	80.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Edith Bowen Laboratory School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Emery District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Emery District has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Emery District's FFY 2022 Part B determination are outlined below.

Emery District Part B Indicator Data

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	78.57%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	17.86%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.43%	91.43%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.96%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.57%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.96%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	11.43%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	9.68%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	1.69%	NO	8.31%	NO

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.00%	20.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	6.67%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	3.39%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	50.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	100.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	28.94%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	32.83%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	40.89%	NO	36.27%	YES

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	30.31%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	100.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	36.21%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	72.41%	YES	73.60%	YES

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.30%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	48.08%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	51.92%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	96.00%	YES	87.12%	NO

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	93.55%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	92.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	90.32%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	95.45%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	96.77%	YES	53.61%	NO

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.46	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.73	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	27.27%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	21.43%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	92.86%	YES	65.39%	NO

#	Indicator	Emery District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Endeavor Hall FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Endeavor Hall has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Endeavor Hall's FFY 2022 Part B determination are outlined below.

Endeavor Hall Part B Indicator Data

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	10.81%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	13.51%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	48.57%	NO	73.60%	YES

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.86%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	77.78%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.14	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Endeavor Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Entheos Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Entheos Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Entheos Academy's FFY 2022 Part B determination are outlined below.

Entheos Academy Part B Indicator Data

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	94.74%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.41%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	3.70%	3.70%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.30%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	22.73%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	25.57%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.57%	YES	73.60%	YES

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.80%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.40	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.58	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	90.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Entheos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Esperanza School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Esperanza School has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Esperanza School's FFY 2022 Part B determination are outlined below.

Esperanza School Part B Indicator Data

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	9.09%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	18.18%	18.18%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	5.91%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	18.07%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	98.00%	YES	73.60%	YES

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	100.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Esperanza School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Excelsior Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Excelsior Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Excelsior Academy's FFY 2022 Part B determination are outlined below.

Excelsior Academy Part B Indicator Data

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.47%	89.47%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	18.75%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	14.29%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	18.75%	18.75%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	7.69%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	66.67%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	21.10%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	36.07%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.67%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	85.34%	YES	73.60%	YES

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.52%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	61.29%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.96	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.10	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Excelsior Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Fast Forward High FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Fast Forward High has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Fast Forward High's FFY 2022 Part B determination are outlined below.

Fast Forward High Part B Indicator Data

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	70.83%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	29.17%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.50%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	13.79%	YES	8.31%	NO

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	12.10%	YES	36.27%	YES

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	3.57%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	89.16%	YES	73.60%	YES

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.63	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.60	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	40.91%	NO	65.39%	NO

#	Indicator	Fast Forward High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	72.73%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Franklin Discovery Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Franklin Discovery Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Franklin Discovery Academy's FFY 2022 Part B determination are outlined below.

Franklin Discovery Academy Part B Indicator Data

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.47%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.47%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	5.88%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	11.76%	11.76%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	21.54%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	5.98%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.15%	YES	73.60%	YES

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.91%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.61	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.89	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Franklin Discovery Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Freedom Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Freedom Preparatory Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Freedom Preparatory Academy's FFY 2022 Part B determination are outlined below.

Freedom Preparatory Academy Part B Indicator Data

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	66.67%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.10%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	83.33%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.65%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.10%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.87%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	18.52%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	10.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	4.17%	NO	8.31%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	25.93%	25.93%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	4.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.57%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	21.85%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	40.94%	NO	36.27%	YES

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.01%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	16.30%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	90.46%	YES	73.60%	YES

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.42	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.33	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	50.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	50.00%	NO	65.39%	NO

#	Indicator	Freedom Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Garfield District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Garfield District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Garfield District's FFY 2022 Part B determination are outlined below.

Garfield District Part B Indicator Data

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	50.00%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	37.50%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.92%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.65%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.92%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	33.33%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	14.29%	YES	8.31%	NO

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	11.11%	11.11%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	100.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	17.39%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	40.32%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	24.93%	YES	36.27%	YES

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	39.61%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	22.22%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	82.31%	YES	73.60%	YES

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.08%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	6.15%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	100.00%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	50.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	100.00%	YES	53.61%	NO

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	82.14%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.65	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.36	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	44.44%	NO	65.39%	NO

#	Indicator	Garfield District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	77.78%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Gateway Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Gateway Preparatory Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Gateway Preparatory Academy's FFY 2022 Part B determination are outlined below.

Gateway Preparatory Academy Part B Indicator Data

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.73%	72.73%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.73%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.14%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	12.50%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	7.14%	7.14%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	25.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	25.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.79%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	23.21%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	21.43%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	88.55%	YES	73.60%	YES

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.82%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	3.05%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.46	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.82	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	70.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Gateway Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan George Washington Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

George Washington Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make George Washington Academy's FFY 2022 Part B determination are outlined below.

George Washington Academy Part B Indicator Data

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	33.33%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	27.78%	27.78%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	33.33%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	19.61%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	30.20%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	82.22%	YES	73.60%	YES

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	6.67%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	90.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.45	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.24	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	George Washington Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Good Foundations Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Good Foundations Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Good Foundations Academy's FFY 2022 Part B determination are outlined below.

Good Foundations Academy Part B Indicator Data

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	35.71%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	42.86%	42.86%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	100.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	27.33%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	31.05%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	85.71%	YES	73.60%	YES

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.71%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.92	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.12	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	75.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Good Foundations Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Grand District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Grand District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Grand District's FFY 2022 Part B determination are outlined below.

Grand District Part B Indicator Data

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	60.00%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	40.00%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.83%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	75.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	56.25%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	43.75%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	4.55%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	11.11%	YES	8.31%	NO

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	5.00%	5.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	7.69%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	14.29%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	16.75%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	17.76%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	27.25%	YES	36.27%	YES

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	25.10%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	3.04%	YES	26.61%	NO
4A	Significant Discrepancy	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%	0.81	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	1.36	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	54.23%	NO	73.60%	YES

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.98%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	47.37%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	31.58%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	50.00%	NO	87.12%	NO

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	33.33%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	50.00%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	33.33%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	33.33%	NO	53.61%	NO

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	85.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.73	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.58	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	66.67%	YES	65.39%	NO

#	Indicator	Grand District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	66.67%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Granite District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Granite District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Granite District's FFY 2022 Part B determination are outlined below.

Granite District Part B Indicator Data

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	52.35%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	42.63%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.16%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.15%	90.15%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.72%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.28%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.01%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.93%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	13.45%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	5.59%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	3.46%	NO	8.31%	NO

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	17.37%	17.37%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	5.01%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.92%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	1.96%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	10.64%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	16.67%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	9.80%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	2.13%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	11.54%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	19.23%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	26.18%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	28.05%	YES	36.27%	YES

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.62%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	2.13%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	15.90%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	61.33%	NO	73.60%	YES

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	12.21%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	4.19%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	70.94%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	28.92%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.14%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	92.66%	YES	87.12%	NO

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	49.82%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	88.35%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	49.11%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	93.36%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	56.58%	NO	53.61%	NO

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	85.19%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.72	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.64	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	10.28%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	47.66%	NO	65.39%	NO

#	Indicator	Granite District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	78.50%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan GreenWood Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

GreenWood Charter School has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make GreenWood Charter School's FFY 2022 Part B determination are outlined below.

GreenWood Charter School Part B Indicator Data

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	83.33%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	25.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	12.50%	12.50%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	12.21%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	24.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	15.41%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	97.50%	YES	73.60%	YES

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	85.71%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.53	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.97	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	GreenWood Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Guadalupe School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Guadalupe School has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Guadalupe School's FFY 2022 Part B determination are outlined below.

Guadalupe School Part B Indicator Data

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	100.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	7.69%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	2.56%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	85.00%	YES	73.60%	YES

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	100.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Guadalupe School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Hawthorn Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Hawthorn Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Hawthorn Academy's FFY 2022 Part B determination are outlined below.

Hawthorn Academy Part B Indicator Data

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.67%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	7.14%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.83%	20.83%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	100.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	100.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	19.69%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	34.42%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	43.94%	NO	36.27%	YES

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	28.84%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	100.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	31.34%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	93.87%	YES	73.60%	YES

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.61%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.19	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.83	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	75.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	50.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Hawthorn Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Highmark Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Highmark Charter School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Highmark Charter School's FFY 2022 Part B determination are outlined below.

Highmark Charter School Part B Indicator Data

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	80.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.00%	20.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	25.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	34.00%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	38.30%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	59.26%	NO	36.27%	YES

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	28.98%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	37.04%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	98.72%	YES	73.60%	YES

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.52	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	25.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Highmark Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Ignite Entrepreneurship Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Ignite Entrepreneurship Academy has achieved the determination status of:

Needs Intervention

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Ignite Entrepreneurship Academy's FFY 2022 Part B determination are outlined below.

Ignite Entrepreneurship Academy Part B Indicator Data

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	50.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.67%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	50.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	16.67%	16.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	19.04%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	4.55%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.68%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	97.22%	YES	73.60%	YES

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.39%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.79	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.55	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	87.50%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Ignite Entrepreneurship Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan InTech Collegiate Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

InTech Collegiate Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make InTech Collegiate Academy's FFY 2022 Part B determination are outlined below.

InTech Collegiate Academy Part B Indicator Data

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	50.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	80.00%	YES	8.31%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	66.67%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	60.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	27.42%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	8.00%	YES	36.27%	YES

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	18.38%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	3.12	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	90.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	0.00%	NO	65.39%	NO

#	Indicator	InTech Collegiate Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Iron District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Iron District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Iron District's FFY 2022 Part B determination are outlined below.

Iron District Part B Indicator Data

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	70.93%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	22.09%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.82%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.18%	82.18%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.25%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.82%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.18%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	70.63%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.69%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	15.38%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	10.89%	YES	8.31%	NO

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	21.98%	21.98%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	8.97%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	20.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	20.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	30.77%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	23.08%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	39.49%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	40.40%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	37.81%	YES	36.27%	YES

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	32.33%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	23.45%	YES	26.61%	NO
4A	Significant Discrepancy	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%	0.44	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	1.03	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	84.69%	YES	73.60%	YES

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	6.85%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	2.58%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	71.43%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	28.57%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	58.97%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	53.85%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	97.37%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	62.82%	NO	53.61%	NO

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.61%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.72	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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%	97.37%	NO	99.57%	NO

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	13.64%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	70.45%	YES	65.39%	NO

#	Indicator	Iron District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	88.64%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Itineris Early College High FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Itineris Early College High has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Itineris Early College High's FFY 2022 Part B determination are outlined below.

Itineris Early College High Part B Indicator Data

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	64.13%	NO	36.27%	YES

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	47.83%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	100.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Itineris Early College High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Jefferson Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Jefferson Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Jefferson Academy's FFY 2022 Part B determination are outlined below.

Jefferson Academy Part B Indicator Data

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	29.41%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	23.53%	23.53%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	16.16%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.31%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	81.33%	YES	73.60%	YES

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	8.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	33.33%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.26	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	83.33%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Jefferson Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan John Hancock Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

John Hancock Charter School has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make John Hancock Charter School's FFY 2022 Part B determination are outlined below.

John Hancock Charter School Part B Indicator Data

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	15.38%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	41.67%	41.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	25.53%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	10.71%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	81.82%	YES	73.60%	YES

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.55%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	100.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.64	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	John Hancock Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Jordan District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Jordan District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Jordan District's FFY 2022 Part B determination are outlined below.

Jordan District Part B Indicator Data

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	66.23%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	22.52%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.48%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.39%	84.39%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.57%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.32%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.16%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.13%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	22.29%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	5.82%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	6.73%	NO	8.31%	NO

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	26.43%	26.43%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	3.76%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.56%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	15.15%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	23.38%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	7.14%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	3.03%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	5.13%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.71%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	34.83%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	36.74%	YES	36.27%	YES

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	21.29%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	3.03%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	24.23%	YES	26.61%	NO
4A	Significant Discrepancy	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%	0.07	YES	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.14	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	75.05%	YES	73.60%	YES

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	9.92%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	5.31%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	56.80%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	20.34%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.12%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	89.46%	YES	87.12%	NO

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	21.56%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	91.87%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	21.86%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	88.45%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	28.14%	NO	53.61%	NO

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.10	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	6.21	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	16.04%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	68.94%	YES	65.39%	NO

#	Indicator	Jordan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	84.64%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Juab District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Juab District has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Juab District's FFY 2022 Part B determination are outlined below.

Juab District Part B Indicator Data

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	90.91%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.24%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.24%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	15.63%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	4.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	8.82%	YES	8.31%	NO

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	28.13%	28.13%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	8.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.88%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	60.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	50.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	60.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	33.33%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	22.92%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	21.84%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	27.62%	YES	36.27%	YES

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	24.94%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	60.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	18.98%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	87.54%	YES	73.60%	YES

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	7.29%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.61%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	75.00%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	100.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	100.00%	YES	53.61%	NO

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.12	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.39	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	70.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	90.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	7.69%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	53.85%	NO	65.39%	NO

#	Indicator	Juab District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	84.62%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Kane District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Kane District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Kane District's FFY 2022 Part B determination are outlined below.

Kane District Part B Indicator Data

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	94.74%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	20.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	17.65%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	11.76%	YES	8.31%	NO

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	26.67%	26.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	11.76%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.88%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	33.33%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	33.33%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	27.47%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	35.80%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	39.23%	YES	36.27%	YES

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	37.33%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	31.75%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	83.43%	YES	73.60%	YES

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.37%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.59%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	59.09%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	73.33%	NO	87.12%	NO

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	20.00%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	73.33%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	33.33%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	73.33%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	26.67%	NO	53.61%	NO

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.74	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.33	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Kane District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Karl G. Maeser Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Karl G. Maeser Preparatory Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Karl G. Maeser Preparatory Academy's FFY 2022 Part B determination are outlined below.

Karl G. Maeser Preparatory Academy Part B Indicator Data

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	37.50%	37.50%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	37.50%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	33.33%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	37.50%	YES	8.31%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	31.25%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	21.43%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	37.50%	YES	36.27%	YES

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	25.79%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	93.75%	YES	73.60%	YES

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.08%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	90.91%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.95	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	42.86%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Lakeview Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Lakeview Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Lakeview Academy's FFY 2022 Part B determination are outlined below.

Lakeview Academy Part B Indicator Data

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	78.57%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	46.15%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	9.09%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	55.56%	YES	8.31%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	38.46%	38.46%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	18.18%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	33.33%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	50.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	4.38%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	20.49%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	10.64%	YES	36.27%	YES

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	12.07%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	10.79%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	89.47%	YES	73.60%	YES

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.26%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.70	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.10	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	70.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Lakeview Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Leadership Academy of Utah FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Leadership Academy of Utah has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Leadership Academy of Utah's FFY 2022 Part B determination are outlined below.

Leadership Academy of Utah Part B Indicator Data

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	37.50%	37.50%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	33.33%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	25.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	33.33%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	33.33%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	50.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	13.73%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	67.50%	NO	36.27%	YES

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	35.14%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	87.50%	YES	73.60%	YES

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	100.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.44	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	50.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	50.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	50.00%	NO	65.39%	NO

#	Indicator	Leadership Academy of Utah Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Leadership Learning Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Leadership Learning Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Leadership Learning Academy's FFY 2022 Part B determination are outlined below.

Leadership Learning Academy Part B Indicator Data

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	6.25%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.93%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.39%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	75.49%	YES	73.60%	YES

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.88%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	78.26%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.84	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.14	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Leadership Learning Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Legacy Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Legacy Preparatory Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Legacy Preparatory Academy's FFY 2022 Part B determination are outlined below.

Legacy Preparatory Academy Part B Indicator Data

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	93.75%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	69.23%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	61.54%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.14%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	26.67%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	37.50%	YES	8.31%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	21.43%	21.43%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	7.14%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	28.57%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	100.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	30.36%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	13.61%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	13.15%	YES	36.27%	YES

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	29.61%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	8.27%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	71.43%	YES	73.60%	YES

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.14%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.11	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.44	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	80.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Legacy Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Lincoln Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Lincoln Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Lincoln Academy's FFY 2022 Part B determination are outlined below.

Lincoln Academy Part B Indicator Data

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.22%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.78%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	12.50%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	37.50%	YES	8.31%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	11.11%	11.11%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	8.33%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	14.29%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	53.32%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	51.79%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	33.47%	YES	36.27%	YES

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	61.39%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	24.84%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	82.18%	YES	73.60%	YES

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.99%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	68.18%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.18	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.52	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Lincoln Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Logan City District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Logan City District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Logan City District's FFY 2022 Part B determination are outlined below.

Logan City District Part B Indicator Data

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	83.33%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	16.67%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.18%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.42%	77.42%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	67.21%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.77%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.77%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	67.21%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	17.91%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	4.55%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	5.88%	NO	8.31%	NO

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	22.73%	22.73%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	3.57%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.94%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	14.29%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	14.29%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	29.50%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	36.57%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	40.23%	NO	36.27%	YES

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	25.67%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	20.65%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.51	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	74.69%	YES	73.60%	YES

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	11.81%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	40.57%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	45.28%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	87.50%	NO	87.12%	NO

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	56.25%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	87.50%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	50.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	91.67%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	66.67%	NO	53.61%	NO

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.10	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.54	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	75.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	12.50%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	31.25%	NO	65.39%	NO

#	Indicator	Logan City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	87.50%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Lumen Scholar Institute FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Lumen Scholar Institute has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Lumen Scholar Institute's FFY 2022 Part B determination are outlined below.

Lumen Scholar Institute Part B Indicator Data

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	57.14%	57.14%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	28.57%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	25.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	33.33%	YES	8.31%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	22.22%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	12.50%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	50.00%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	20.33%	YES	36.27%	YES

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	18.75%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	-11.11%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	98.48%	YES	73.60%	YES

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	1.52%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	90.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.06	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.22	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	66.67%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Lumen Scholar Institute Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Mana Academy Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Mana Academy Charter School has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Mana Academy Charter School's FFY 2022 Part B determination are outlined below.

Mana Academy Charter School Part B Indicator Data

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	100.00%	100.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	14.29%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	34.48%	YES	36.27%	YES

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	-64.29%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	3.45%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.22	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.53	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	100.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Mana Academy Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Maria Montessori Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Maria Montessori Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Maria Montessori Academy's FFY 2022 Part B determination are outlined below.

Maria Montessori Academy Part B Indicator Data

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.78%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	28.57%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	25.00%	25.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	-1.90%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	17.39%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	10.00%	YES	36.27%	YES

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	4.03%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	0.00%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	80.25%	YES	73.60%	YES

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.23%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	59.09%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.12	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.45	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Maria Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Merit College Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Merit College Preparatory Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Merit College Preparatory Academy's FFY 2022 Part B determination are outlined below.

Merit College Preparatory Academy Part B Indicator Data

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	64.71%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	29.41%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	60.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	64.29%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	53.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	64.29%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	12.50%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	19.44%	YES	8.31%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.78%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	15.28%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	18.91%	YES	36.27%	YES

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	19.36%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	72.07%	YES	73.60%	YES

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.90%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.90%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.23	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.52	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	75.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	30.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	46.67%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	86.67%	YES	65.39%	NO

#	Indicator	Merit College Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	93.33%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Millard District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Millard District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Millard District's FFY 2022 Part B determination are outlined below.

Millard District Part B Indicator Data

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	63.16%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	15.79%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.08%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	87.50%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.21%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.08%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.93%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	19.61%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	2.17%	NO	8.31%	NO

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	19.61%	19.61%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.13%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	50.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	25.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	29.12%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	47.74%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	44.79%	NO	36.27%	YES

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	33.78%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	33.74%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	73.53%	YES	73.60%	YES

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.62%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	93.75%	YES	87.12%	NO

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	0.00%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	93.75%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	0.00%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	93.75%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	6.25%	NO	53.61%	NO

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.98	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.06	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	83.33%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	16.67%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	10.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	75.00%	YES	65.39%	NO

#	Indicator	Millard District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	85.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Moab Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Moab Charter School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Moab Charter School's FFY 2022 Part B determination are outlined below.

Moab Charter School Part B Indicator Data

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	33.33%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	30.77%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	100.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.84	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Moab Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Monticello Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Monticello Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Monticello Academy's FFY 2022 Part B determination are outlined below.

Monticello Academy Part B Indicator Data

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	20.83%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	11.11%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	25.00%	25.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	11.11%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	19.17%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	28.08%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	19.80%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	96.50%	YES	73.60%	YES

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.70%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.12	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.9	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Monticello Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Morgan District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Morgan District has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Morgan District's FFY 2022 Part B determination are outlined below.

Morgan District Part B Indicator Data

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.58%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.35%	82.35%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.58%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.35%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	58.82%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	12.82%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	8.70%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	6.67%	NO	8.31%	NO

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	48.72%	48.72%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	13.04%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	50.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	20.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	75.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	20.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	42.50%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	40.30%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	44.43%	NO	36.27%	YES

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.19%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	20.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	24.52%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	83.92%	YES	73.60%	YES

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.09%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	76.92%	NO	87.12%	NO

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	65.00%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	80.00%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	55.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	91.67%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	80.00%	YES	53.61%	NO

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	68.42%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.77	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.2	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	36.36%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	72.73%	YES	65.39%	NO

#	Indicator	Morgan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	81.82%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Mountain Heights Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Mountain Heights Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Mountain Heights Academy's FFY 2022 Part B determination are outlined below.

Mountain Heights Academy Part B Indicator Data

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	84.85%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	12.12%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	32.35%	32.35%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	27.78%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	32.35%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	25.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	10.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	27.78%	YES	8.31%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	6.25%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	50.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	14.59%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	27.37%	YES	36.27%	YES

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	14.96%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.44%	YES	73.60%	YES

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.60%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	90.32%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.45	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.94	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	46.43%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	85.71%	YES	65.39%	NO

#	Indicator	Mountain Heights Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	92.86%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Mountain Sunrise Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Mountain Sunrise Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Mountain Sunrise Academy's FFY 2022 Part B determination are outlined below.

Mountain Sunrise Academy Part B Indicator Data

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	57.14%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	37.50%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	27.78%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	16.33%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	88.24%	YES	73.60%	YES

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.27	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.70	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Mountain Sunrise Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Mountain View Montessori FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Mountain View Montessori has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Mountain View Montessori's FFY 2022 Part B determination are outlined below.

Mountain View Montessori Part B Indicator Data

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.67%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	16.67%	16.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	29.16%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	25.00%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.96	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Mountain View Montessori Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Mountain West Montessori Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Mountain West Montessori Academy has achieved the determination status of:

Meets Requirements

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Mountain West Montessori Academy's FFY 2022 Part B determination are outlined below.

Mountain West Montessori Academy Part B Indicator Data

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	33.33%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	12.50%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	16.67%	YES	8.31%	NO

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	33.33%	33.33%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	50.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	33.33%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	10.67%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	15.50%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	25.64%	YES	36.27%	YES

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	4.67%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	5.13%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.14%	YES	73.60%	YES

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.53%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	81.48%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.39	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.30	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Mountain West Montessori Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Mountainville Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Mountainville Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Mountainville Academy's FFY 2022 Part B determination are outlined below.

Mountainville Academy Part B Indicator Data

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.45%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	75.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.45%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	28.57%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	50.00%	YES	8.31%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	38.10%	38.10%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	22.52%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	42.86%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	31.82%	YES	36.27%	YES

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	30.38%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	50.00%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	92.00%	YES	73.60%	YES

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	77.78%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.40	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.84	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Mountainville Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Murray District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Murray District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Murray District's FFY 2022 Part B determination are outlined below.

Murray District Part B Indicator Data

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	33.33%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	44.44%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.45%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.48%	90.48%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	68.97%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.45%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	68.97%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	19.23%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	5.26%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	9.86%	YES	8.31%	NO

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	25.64%	25.64%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	3.57%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.82%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	16.67%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	11.11%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	83.33%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	33.33%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.32%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	32.15%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	35.46%	YES	36.27%	YES

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.63%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	28.44%	NO	26.61%	NO
4A	Significant Discrepancy	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%	1.07	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	1.06	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	84.36%	YES	73.60%	YES

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.09%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.12%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	71.43%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	61.90%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	85.71%	YES	53.61%	NO

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.35	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.66	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	30.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	6.67%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	36.67%	NO	65.39%	NO

#	Indicator	Murray District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	76.67%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Navigator Pointe Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Navigator Pointe Academy has achieved the determination status of:

Needs Substantial Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Navigator Pointe Academy's FFY 2022 Part B determination are outlined below.

Navigator Pointe Academy Part B Indicator Data

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	11.11%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	11.11%	11.11%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.99%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	37.67%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	73.68%	YES	73.60%	YES

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	10.53%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.34	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.49	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	80.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Navigator Pointe Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Nebo District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Nebo District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Nebo District's FFY 2022 Part B determination are outlined below.

Nebo District Part B Indicator Data

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	72.61%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	19.09%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.62%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.77%	83.77%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.80%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.62%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.72%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.82%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.88%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	7.26%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	6.76%	NO	8.31%	NO

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.65%	20.65%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	6.03%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	3.13%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	5.88%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	42.11%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	19.15%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	29.41%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	10.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	17.02%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.14%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	30.92%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	36.01%	YES	36.27%	YES

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	26.28%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	10.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	28.39%	NO	26.61%	NO
4A	Significant Discrepancy	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%	0.16	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	1.28	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	70.59%	YES	73.60%	YES

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	13.65%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.11%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	27.37%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	59.12%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.35%	NO	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	91.36%	YES	87.12%	NO

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	40.77%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	88.05%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	33.48%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	91.15%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	39.06%	NO	53.61%	NO

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.87	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.82	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	8.82%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	14.71%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	57.84%	NO	65.39%	NO

#	Indicator	Nebo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	83.33%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan No. UT. Acad. for Math Engineering & Science FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

No. UT. Acad. for Math Engineering & Science has achieved the determination status of:

Meets Requirements

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make No. UT. Acad. for Math Engineering & Science's FFY 2022 Part B determination are outlined below.

No. UT. Acad. for Math Engineering & Science Part B Indicator Data

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	38.89%	YES	8.31%	NO

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	44.44%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	40.25%	NO	36.27%	YES

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	19.25%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	88.10%	YES	73.60%	YES

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.38%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	2.38%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.37	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.48	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	45.45%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	72.73%	YES	65.39%	NO

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	81.82%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Noah Webster Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Noah Webster Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Noah Webster Academy's FFY 2022 Part B determination are outlined below.

Noah Webster Academy Part B Indicator Data

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.29%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	28.57%	28.57%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	30.30%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	25.48%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	69.35%	YES	73.60%	YES

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.23%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	90.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.20	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.59	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Noah Webster Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan North Davis Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

North Davis Preparatory Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make North Davis Preparatory Academy's FFY 2022 Part B determination are outlined below.

North Davis Preparatory Academy Part B Indicator Data

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	0.00%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	100.00%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	33.67%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	23.91%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	41.27%	NO	36.27%	YES

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	26.53%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	15.63%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	96.43%	YES	73.60%	YES

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.89%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.89%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	77.78%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.32	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.57	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	North Davis Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan North Sanpete District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

North Sanpete District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make North Sanpete District's FFY 2022 Part B determination are outlined below.

North Sanpete District Part B Indicator Data

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	30.00%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	50.00%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.88%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.31%	79.31%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.77%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.88%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.69%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	19.35%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	23.53%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	18.92%	YES	8.31%	NO

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	29.03%	29.03%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	6.25%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	7.89%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	60.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	16.67%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	40.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.91%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	22.67%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	27.43%	YES	36.27%	YES

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.15%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	16.67%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	15.59%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	89.80%	YES	73.60%	YES

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.95%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	97.83%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	73.91%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	95.24%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	73.91%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	65.22%	NO	53.61%	NO

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	75.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.92	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	7.21	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	20.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	40.00%	NO	65.39%	NO

#	Indicator	North Sanpete District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan North Star Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

North Star Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make North Star Academy's FFY 2022 Part B determination are outlined below.

North Star Academy Part B Indicator Data

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.64%	63.64%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.64%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	33.33%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	14.29%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	39.59%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	26.74%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	57.45%	NO	36.27%	YES

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	70.21%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	50.00%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	72.00%	YES	73.60%	YES

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	80.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.98	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	North Star Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan North Summit District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

North Summit District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make North Summit District's FFY 2022 Part B determination are outlined below.

North Summit District Part B Indicator Data

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	80.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	20.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	81.82%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.77%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.77%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	22.22%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	7.14%	NO	8.31%	NO

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	27.78%	27.78%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	22.22%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	10.71%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	27.22%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	51.69%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	50.45%	NO	36.27%	YES

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	29.52%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	46.88%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	76.19%	YES	73.60%	YES

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.44%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	78.57%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	0.00%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	20.00%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	0.00%	NO	53.61%	NO

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	86.67%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.24	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.06	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	66.67%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	20.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	North Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Odyssey Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Odyssey Charter School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Odyssey Charter School's FFY 2022 Part B determination are outlined below.

Odyssey Charter School Part B Indicator Data

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	11.11%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	11.11%	11.11%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	44.25%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	46.03%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	63.46%	NO	73.60%	YES

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.89	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.28	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Odyssey Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Ogden City District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Ogden City District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Ogden City District's FFY 2022 Part B determination are outlined below.

Ogden City District Part B Indicator Data

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	46.75%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	24.03%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.03%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.59%	96.59%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.59%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.86%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.29%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	3.17%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	3.48%	NO	8.31%	NO

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	10.68%	10.68%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	1.59%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.65%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	18.75%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	18.18%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	40.63%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	75.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	13.64%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	21.88%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	14.96%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	20.63%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	20.28%	YES	36.27%	YES

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	18.59%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	13.64%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	9.39%	YES	26.61%	NO
4A	Significant Discrepancy	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%	0.22	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.30	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	56.34%	NO	73.60%	YES

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	18.50%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	12.00%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	71.00%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	65.00%	NO	87.12%	NO

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	18.60%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	69.77%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	9.30%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	78.05%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	39.53%	NO	53.61%	NO

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.93	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	6.91	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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%	97.06%	NO	99.57%	NO

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	8.20%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	57.38%	NO	65.39%	NO

#	Indicator	Ogden City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	70.49%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Ogden Preparatory Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Ogden Preparatory Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Ogden Preparatory Academy's FFY 2022 Part B determination are outlined below.

Ogden Preparatory Academy Part B Indicator Data

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	87.50%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	5.56%	5.56%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.21%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	13.54%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	25.77%	YES	36.27%	YES

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	17.84%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	12.50%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	77.37%	YES	73.60%	YES

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.11%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.18	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.93	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Ogden Preparatory Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Open Classroom FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Open Classroom has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Open Classroom's FFY 2022 Part B determination are outlined below.

Open Classroom Part B Indicator Data

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	50.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	14.29%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	50.00%	50.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	14.29%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	3.13%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	24.84%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	-12.50%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	75.00%	YES	73.60%	YES

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.54	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.83	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	60.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Open Classroom Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Pacific Heritage Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Pacific Heritage Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Pacific Heritage Academy's FFY 2022 Part B determination are outlined below.

Pacific Heritage Academy Part B Indicator Data

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	83.33%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	20.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.00%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	23.81%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	10.00%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.67	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.43	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	88.89%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Pacific Heritage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Paradigm High School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Paradigm High School has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Paradigm High School's FFY 2022 Part B determination are outlined below.

Paradigm High School Part B Indicator Data

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	92.86%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	7.14%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	90.91%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.16%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.16%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	10.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	33.33%	YES	8.31%	NO

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	11.11%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	8.33%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	33.59%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	16.07%	YES	36.27%	YES

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	5.77%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	96.61%	YES	73.60%	YES

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	91.67%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.79	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	45.45%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Paradigm High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Park City District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Park City District has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Park City District's FFY 2022 Part B determination are outlined below.

Park City District Part B Indicator Data

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	78.79%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	92.86%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.09%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.14%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.42%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	24.39%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	10.71%	YES	8.31%	NO

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	36.59%	36.59%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	11.11%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	3.45%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	100.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	40.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	66.67%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	35.34%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	55.66%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	47.70%	NO	36.27%	YES

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	35.52%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	33.35%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	87.20%	YES	73.60%	YES

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.13%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.27%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	37.50%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	75.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	75.00%	YES	53.61%	NO

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.38	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	63.64%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	90.91%	YES	65.39%	NO

#	Indicator	Park City District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Pinnacle Canyon Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Pinnacle Canyon Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Pinnacle Canyon Academy's FFY 2022 Part B determination are outlined below.

Pinnacle Canyon Academy Part B Indicator Data

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	91.67%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.78%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.07%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	5.00%	NO	8.31%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.26%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	18.52%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	25.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	24.69%	YES	36.27%	YES

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	14.81%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	15.37%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	98.40%	YES	73.60%	YES

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	1.60%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.35	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.40	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	90.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	16.67%	NO	65.39%	NO

#	Indicator	Pinnacle Canyon Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	33.33%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Piute District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Piute District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Piute District's FFY 2022 Part B determination are outlined below.

Piute District Part B Indicator Data

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	66.67%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	33.33%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	16.67%	YES	8.31%	NO

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	29.41%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	13.33%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	35.33%	YES	36.27%	YES

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	35.29%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	18.60%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	97.50%	YES	73.60%	YES

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA•	NA	87.12%	NO

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA•	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA•	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA•	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA•	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA•	NA	53.61%	NO

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.48	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	77.78%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	16.67%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	50.00%	NO	65.39%	NO

#	Indicator	Piute District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Promontory School of Expeditionary Learning FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Promontory School of Expeditionary Learning has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Promontory School of Expeditionary Learning's FFY 2022 Part B determination are outlined below.

Promontory School of Expeditionary Learning Part B Indicator Data

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	80.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.29%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	50.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	28.57%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	4.29%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	24.49%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	86.42%	YES	73.60%	YES

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.70%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	86.36%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.17	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Promontory School of Expeditionary Learning Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Providence Hall FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Providence Hall has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Providence Hall's FFY 2022 Part B determination are outlined below.

Providence Hall Part B Indicator Data

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	78.95%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	21.05%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.16%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.15%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.16%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	15.38%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	8.70%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	8.89%	YES	8.31%	NO

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	21.43%	21.43%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	17.72%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	33.05%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	32.34%	YES	36.27%	YES

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.71%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	27.18%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	90.04%	YES	73.60%	YES

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.48%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	73.91%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.32	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.20	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	20.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	70.00%	YES	65.39%	NO

#	Indicator	Providence Hall Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	90.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Provo District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Provo District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Provo District's FFY 2022 Part B determination are outlined below.

Provo District Part B Indicator Data

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	58.40%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	8.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.55%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.39%	88.39%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.09%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.55%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.82%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.09%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	24.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	2.35%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	5.84%	NO	8.31%	NO

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	25.33%	25.33%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	1.25%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	16.67%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	28.57%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	13.33%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	50.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	21.43%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	6.67%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.66%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	31.68%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	38.42%	YES	36.27%	YES

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	28.03%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	21.43%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	23.60%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	75.90%	YES	73.60%	YES

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	11.99%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.12%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	56.44%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	20.25%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	73.91%	NO	87.12%	NO

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	53.85%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	84.27%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	47.25%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	72.00%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	51.65%	NO	53.61%	NO

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	78.85%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.57	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.16	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	15.38%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	81.73%	YES	65.39%	NO

#	Indicator	Provo District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	94.23%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Quest Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Quest Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Quest Academy's FFY 2022 Part B determination are outlined below.

Quest Academy Part B Indicator Data

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.24%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.36%	86.36%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.24%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.36%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	26.67%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	11.11%	YES	8.31%	NO

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	40.00%	40.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	10.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	40.00%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	42.35%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	56.42%	NO	36.27%	YES

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	34.75%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	54.94%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	87.23%	YES	73.60%	YES

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.67%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.47	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.80	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Quest Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Ranches Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Ranches Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Ranches Academy's FFY 2022 Part B determination are outlined below.

Ranches Academy Part B Indicator Data

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	44.44%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	77.78%	77.78%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.95%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	-0.23%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.94%	YES	73.60%	YES

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	95.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.27	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.33	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Ranches Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Reagan Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Reagan Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Reagan Academy's FFY 2022 Part B determination are outlined below.

Reagan Academy Part B Indicator Data

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	83.33%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	21.43%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	33.33%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	28.57%	28.57%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	33.33%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	18.30%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	30.46%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	7.54%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	93.18%	YES	73.60%	YES

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	96.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.54	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.66	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Reagan Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Renaissance Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Renaissance Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Renaissance Academy's FFY 2022 Part B determination are outlined below.

Renaissance Academy Part B Indicator Data

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	40.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	40.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.69%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	15.38%	15.38%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	39.25%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	63.64%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	73.68%	NO	36.27%	YES

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	35.14%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	52.63%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	61.25%	NO	73.60%	YES

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	10.00%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.42	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.76	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Renaissance Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Rich District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Rich District has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Rich District's FFY 2022 Part B determination are outlined below.

Rich District Part B Indicator Data

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	25.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	9.09%	YES	8.31%	NO

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	50.00%	50.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	8.33%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	50.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.85%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	63.89%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	40.14%	NO	36.27%	YES

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	5.56%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	36.45%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	74.19%	YES	73.60%	YES

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.23%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	50.00%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	50.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	50.00%	NO	53.61%	NO

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.64	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.86	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	70.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	50.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	83.33%	YES	65.39%	NO

#	Indicator	Rich District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Rockwell Charter High School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Rockwell Charter High School has achieved the determination status of:

Needs Intervention

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Rockwell Charter High School's FFY 2022 Part B determination are outlined below.

Rockwell Charter High School Part B Indicator Data

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	91.67%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	25.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	9.09%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	5.00%	NO	8.31%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	19.94%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	27.53%	YES	36.27%	YES

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	4.88%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.67%	YES	73.60%	YES

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.67%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	57.14%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.79	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.21	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Rockwell Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Roots Charter High School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Roots Charter High School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Roots Charter High School's FFY 2022 Part B determination are outlined below.

Roots Charter High School Part B Indicator Data

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	82.35%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	17.65%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	53.13%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	12.50%	YES	8.31%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	7.91%	YES	36.27%	YES

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	0.00%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.45%	YES	73.60%	YES

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	77.78%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.58	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.87	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	6.25%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	68.75%	YES	65.39%	NO

#	Indicator	Roots Charter High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	75.00%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake Academy High School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Salt Lake Academy High School has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Salt Lake Academy High School's FFY 2022 Part B determination are outlined below.

Salt Lake Academy High School Part B Indicator Data

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	80.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	20.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.47%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.24%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	7.69%	NO	8.31%	NO

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	19.82%	YES	36.27%	YES

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	12.69%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	92.59%	YES	73.60%	YES

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	63.64%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.19	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.09	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	40.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	80.00%	YES	65.39%	NO

#	Indicator	Salt Lake Academy High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake Arts Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Salt Lake Arts Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Salt Lake Arts Academy's FFY 2022 Part B determination are outlined below.

Salt Lake Arts Academy Part B Indicator Data

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	75.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	16.67%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	16.67%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	47.98%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	88.64%	YES	73.60%	YES

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.92	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.42	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Salt Lake Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake Center for Science Education FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Salt Lake Center for Science Education has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Salt Lake Center for Science Education's FFY 2022 Part B determination are outlined below.

Salt Lake Center for Science Education Part B Indicator Data

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	80.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	20.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.80%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.24%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	13.89%	YES	8.31%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	13.51%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	27.29%	YES	36.27%	YES

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	14.19%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	83.61%	YES	73.60%	YES

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	9.84%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	66.67%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.48	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.98	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	100.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Salt Lake Center for Science Education Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Salt Lake District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Salt Lake District's FFY 2022 Part B determination are outlined below.

Salt Lake District Part B Indicator Data

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	59.55%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	37.73%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.39%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.16%	87.16%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.19%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.61%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.96%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	18.22%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	8.67%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	7.58%	NO	8.31%	NO

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	23.35%	23.35%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	6.90%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.14%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	29.41%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	23.08%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	20.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	2.56%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	25.09%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	30.64%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	32.77%	YES	36.27%	YES

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	24.45%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	20.90%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	65.20%	NO	73.60%	YES

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	17.44%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.16%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	54.24%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	32.20%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	88.89%	NO	87.12%	NO

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	37.04%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	92.45%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	46.30%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	82.69%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	35.19%	NO	53.61%	NO

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.98	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.77	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	94.12%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	8.33%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	25.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	81.58%	YES	65.39%	NO

#	Indicator	Salt Lake District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	92.11%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Salt Lake School for the Performing Arts FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Salt Lake School for the Performing Arts has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Salt Lake School for the Performing Arts's FFY 2022 Part B determination are outlined below.

Salt Lake School for the Performing Arts Part B Indicator Data

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	25.00%	YES	8.31%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	22.22%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	32.14%	YES	36.27%	YES

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	0.28%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.24%	YES	73.60%	YES

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	50.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NA [∩]	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NA [∩]	NA	65.39%	NO

#	Indicator	Salt Lake School for the Performing Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA∩	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan San Juan District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

San Juan District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make San Juan District's FFY 2022 Part B determination are outlined below.

San Juan District Part B Indicator Data

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	81.82%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	12.12%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	88.89%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.73%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.14%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	5.56%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	1.92%	NO	8.31%	NO

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	22.22%	22.22%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	2.63%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.33%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	28.45%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	26.30%	YES	36.27%	YES

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	13.05%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	15.71%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	81.84%	YES	73.60%	YES

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.37%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	64.52%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	35.48%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	90.00%	YES	87.12%	NO

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	40.00%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	90.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	50.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	50.00%	NO	53.61%	NO

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	71.43%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.25	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.01	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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%	85.71%	NO	99.57%	NO

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	22.22%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	50.00%	NO	65.39%	NO

#	Indicator	San Juan District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	83.33%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Scholar Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Scholar Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Scholar Academy's FFY 2022 Part B determination are outlined below.

Scholar Academy Part B Indicator Data

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	20.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	20.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	25.71%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	15.71%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.94%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	94.00%	YES	73.60%	YES

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	73.33%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.38	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.88	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Scholar Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Sevier District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Sevier District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Sevier District's FFY 2022 Part B determination are outlined below.

Sevier District Part B Indicator Data

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	70.21%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	17.02%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.92%	95.92%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.95%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.92%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.65%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.58%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	6.82%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	5.17%	NO	8.31%	NO

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	16.67%	16.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	4.92%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	30.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	10.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	33.32%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	36.61%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	38.37%	YES	36.27%	YES

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	38.75%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	26.97%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	90.48%	YES	73.60%	YES

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.23%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.15%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	98.73%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	1.27%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	68.75%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	60.42%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	64.58%	NO	53.61%	NO

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	72.41%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.70	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.92	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	64.29%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	44.44%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	77.78%	YES	65.39%	NO

#	Indicator	Sevier District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	83.33%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Soldier Hollow Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Soldier Hollow Charter School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Soldier Hollow Charter School's FFY 2022 Part B determination are outlined below.

Soldier Hollow Charter School Part B Indicator Data

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	80.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	42.86%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	25.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	71.43%	71.43%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	50.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	19.64%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	29.55%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	4.18%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.13	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	60.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Soldier Hollow Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan South Sanpete School District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

South Sanpete School District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make South Sanpete School District's FFY 2022 Part B determination are outlined below.

South Sanpete School District Part B Indicator Data

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	76.47%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	11.76%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.10%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.18%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	27.59%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	15.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	8.82%	YES	8.31%	NO

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	13.33%	13.33%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	5.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	25.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	21.21%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	37.21%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	30.17%	YES	36.27%	YES

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	37.15%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	26.82%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	84.41%	YES	73.60%	YES

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.88%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.24%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	50.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	50.00%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	91.67%	YES	87.12%	NO

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	66.67%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	83.33%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	41.67%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	81.82%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	66.67%	NO	53.61%	NO

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.42	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.89	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	70.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	26.67%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	80.00%	YES	65.39%	NO

#	Indicator	South Sanpete School District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	93.33%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan South Summit District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

South Summit District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make South Summit District's FFY 2022 Part B determination are outlined below.

South Summit District Part B Indicator Data

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.24%	88.24%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.42%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.24%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.65%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	10.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	9.09%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	8.70%	NO	8.31%	NO

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	15.00%	15.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	9.09%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	4.17%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	100.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	25.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.69%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	29.76%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	37.77%	YES	36.27%	YES

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	17.37%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	33.24%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	94.23%	YES	73.60%	YES

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.13%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA•	NA	87.12%	NO

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA•	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA•	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA•	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA•	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA•	NA	53.61%	NO

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.26	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.76	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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%	75.00%	NO	99.57%	NO

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	10.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	14.29%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	57.14%	NO	65.39%	NO

#	Indicator	South Summit District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Spectrum Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Spectrum Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Spectrum Academy's FFY 2022 Part B determination are outlined below.

Spectrum Academy Part B Indicator Data

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	79.57%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	3.23%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.60%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.49%	79.49%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.58%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.60%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.49%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.15%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	15.63%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	21.88%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	31.71%	YES	8.31%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	17.19%	17.19%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	14.06%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	12.27%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	13.04%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	13.79%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	27.78%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	34.78%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	13.79%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	5.56%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	4.85%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	6.87%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	6.53%	YES	36.27%	YES

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	4.50%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	13.79%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	2.16%	YES	26.61%	NO
4A	Significant Discrepancy	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%	0.41	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.31	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	71.42%	YES	73.60%	YES

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	14.88%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	7.55%	NO	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	79.69%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.21	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.72	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	18.52%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	61.73%	NO	65.39%	NO

#	Indicator	Spectrum Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	76.54%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan St. George Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

St. George Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make St. George Academy's FFY 2022 Part B determination are outlined below.

St. George Academy Part B Indicator Data

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	71.43%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	21.43%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.65%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	50.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	4.76%	NO	8.31%	NO

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	15.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	100.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	7.14%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	39.82%	NO	36.27%	YES

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	11.83%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	89.36%	YES	73.60%	YES

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.05	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.53	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	10.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	25.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	87.50%	YES	65.39%	NO

#	Indicator	St. George Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	87.50%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Success Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Success Academy has achieved the determination status of:

Meets Requirements

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Success Academy's FFY 2022 Part B determination are outlined below.

Success Academy Part B Indicator Data

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	100.00%	YES	8.31%	NO

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	100.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	-19.17%	YES	36.27%	YES

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	-35.60%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Success Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Summit Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Summit Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Summit Academy's FFY 2022 Part B determination are outlined below.

Summit Academy Part B Indicator Data

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	85.71%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	14.29%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.83%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.78%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.83%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.78%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	13.33%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	30.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	12.82%	YES	8.31%	NO

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	17.78%	17.78%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	20.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.56%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	30.15%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	23.61%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	32.23%	YES	36.27%	YES

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	29.61%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	17.09%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	86.34%	YES	73.60%	YES

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.64%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	70.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.47	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	88.89%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	20.00%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	70.00%	YES	65.39%	NO

#	Indicator	Summit Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	80.00%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Syracuse Arts Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Syracuse Arts Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Syracuse Arts Academy's FFY 2022 Part B determination are outlined below.

Syracuse Arts Academy Part B Indicator Data

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.50%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.61%	82.61%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.50%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	30.77%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	5.26%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	25.64%	25.64%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	9.52%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	12.50%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	100.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.37%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	33.26%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	60.16%	NO	36.27%	YES

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	37.58%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	49.36%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	78.09%	YES	73.60%	YES

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.41%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	95.45%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.56	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.76	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Syracuse Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Terra Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Terra Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Terra Academy's FFY 2022 Part B determination are outlined below.

Terra Academy Part B Indicator Data

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	42.86%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	14.29%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.22%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.78%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	30.00%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	33.33%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	7.69%	NO	8.31%	NO

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.00%	20.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	16.67%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	21.02%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	12.32%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	42.94%	NO	36.27%	YES

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	20.82%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	20.73%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	79.82%	YES	73.60%	YES

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	12.28%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	83.33%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.46	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	60.00%	NO	65.39%	NO

#	Indicator	Terra Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	60.00%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan The Center for Creativity Innovation and Discovery FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

The Center for Creativity Innovation and Discovery has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make The Center for Creativity Innovation and Discovery's FFY 2022 Part B determination are outlined below.

The Center for Creativity Innovation and Discovery Part B Indicator Data

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	83.33%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	45.45%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	10.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	36.36%	36.36%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	12.00%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	33.40%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	5.31%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.67%	YES	73.60%	YES

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	1.19%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	68.18%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.44	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.75	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	The Center for Creativity Innovation and Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Thomas Edison FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Thomas Edison has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Thomas Edison's FFY 2022 Part B determination are outlined below.

Thomas Edison Part B Indicator Data

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.71%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	16.67%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	29.41%	29.41%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	25.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	42.43%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	48.55%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	36.78%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	71.31%	YES	73.60%	YES

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.23%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.58	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.44	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Thomas Edison Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Timpanogos Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Timpanogos Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Timpanogos Academy's FFY 2022 Part B determination are outlined below.

Timpanogos Academy Part B Indicator Data

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	56.25%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	12.50%	12.50%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.42%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	37.50%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	76.32%	YES	73.60%	YES

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.32%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.52	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.38	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Timpanogos Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Tintic District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Tintic District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Tintic District's FFY 2022 Part B determination are outlined below.

Tintic District Part B Indicator Data

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	0.00%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	100.00%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	75.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	29.41%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	20.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	30.23%	YES	36.27%	YES

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	23.53%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	12.82%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	92.11%	YES	73.60%	YES

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	7.89%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA•	NA	87.12%	NO

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA•	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA•	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA•	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA•	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA•	NA	53.61%	NO

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	100.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.37	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.83	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	33.33%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	33.33%	NO	65.39%	NO

#	Indicator	Tintic District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	66.67%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Tooele District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Tooele District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Tooele District's FFY 2022 Part B determination are outlined below.

Tooele District Part B Indicator Data

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	48.59%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	33.90%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.83%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.08%	89.08%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.18%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.25%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.36%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.47%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	11.83%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	5.48%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	10.13%	YES	8.31%	NO

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	17.65%	17.65%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	5.59%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	4.20%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	44.44%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	35.90%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	25.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	11.11%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	28.21%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	23.19%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	27.85%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	25.78%	YES	36.27%	YES

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	18.18%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	11.11%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	18.94%	YES	26.61%	NO
4A	Significant Discrepancy	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%	0.33	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.52	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	82.47%	YES	73.60%	YES

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	6.35%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.37%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	63.69%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	21.66%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	85.71%	NO	87.12%	NO

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	36.73%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	87.76%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	16.33%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	89.36%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	46.94%	NO	53.61%	NO

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	56.25%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.98	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.15	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	88.89%	NO	90.79%	NO
12	Transition from Part C to Part B	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%	95.92%	NO	99.57%	NO

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	17.39%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	10.75%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	60.22%	NO	65.39%	NO

#	Indicator	Tooele District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	78.49%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Treeside Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Treeside Charter School has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Treeside Charter School's FFY 2022 Part B determination are outlined below.

Treeside Charter School Part B Indicator Data

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	30.77%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	23.08%	23.08%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	100.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	8.01%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	11.61%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	82.50%	YES	73.60%	YES

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	33.33%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.45	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Treeside Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Uintah District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Uintah District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Uintah District's FFY 2022 Part B determination are outlined below.

Uintah District Part B Indicator Data

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	50.88%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	36.84%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.85%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.04%	89.04%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.73%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.77%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.67%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.65%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	12.20%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	11.29%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	1.27%	NO	8.31%	NO

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	20.99%	20.99%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	8.20%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.00%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	11.11%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	33.33%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	55.56%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	11.11%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	33.33%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.38%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	26.69%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	45.95%	NO	36.27%	YES

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	19.36%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	30.74%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	74.95%	YES	73.60%	YES

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	11.46%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	3.70%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	80.56%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	95.59%	YES	87.12%	NO

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	53.62%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	92.54%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	34.78%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	92.65%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	53.62%	NO	53.61%	NO

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	78.72%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.94	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.60	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	5.71%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	51.43%	NO	65.39%	NO

#	Indicator	Uintah District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	68.57%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Uintah River High FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Uintah River High has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Uintah River High's FFY 2022 Part B determination are outlined below.

Uintah River High Part B Indicator Data

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	62.50%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	16.67%	YES	36.27%	YES

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	0.00%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA∩	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA∨	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	20.00%	NO	65.39%	NO

#	Indicator	Uintah River High Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	80.00%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah Arts Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah Arts Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah Arts Academy's FFY 2022 Part B determination are outlined below.

Utah Arts Academy Part B Indicator Data

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.00%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	6.25%	NO	8.31%	NO

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.88%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	45.39%	NO	36.27%	YES

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	8.17%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	93.94%	YES	73.60%	YES

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	6.06%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	50.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	66.67%	NO	65.39%	NO

#	Indicator	Utah Arts Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	66.67%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah Career Path High School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah Career Path High School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah Career Path High School's FFY 2022 Part B determination are outlined below.

Utah Career Path High School Part B Indicator Data

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	80.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	20.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.22%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.22%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	23.08%	YES	8.31%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	25.00%	YES	36.27%	YES

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	7.41%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	89.80%	YES	73.60%	YES

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.04%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.27	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.30	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	66.67%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	72.73%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	18.18%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	81.82%	YES	65.39%	NO

#	Indicator	Utah Career Path High School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	81.82%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah Connections Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah Connections Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah Connections Academy's FFY 2022 Part B determination are outlined below.

Utah Connections Academy Part B Indicator Data

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	80.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	20.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	62.50%	62.50%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	61.54%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	62.50%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	69.23%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	12.50%	YES	8.31%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	25.81%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	40.21%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	32.15%	YES	36.27%	YES

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	25.81%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	17.61%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	86.67%	YES	73.60%	YES

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	7.62%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.05	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.94	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	70.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	33.33%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	66.67%	YES	65.39%	NO

#	Indicator	Utah Connections Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	66.67%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah County Academy of Science FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah County Academy of Science has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah County Academy of Science's FFY 2022 Part B determination are outlined below.

Utah County Academy of Science Part B Indicator Data

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	50.00%	YES	8.31%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	35.49%	YES	36.27%	YES

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	74.61%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	77.78%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Utah County Academy of Science Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah International Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah International Charter School has achieved the determination status of:

Needs Substantial Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah International Charter School's FFY 2022 Part B determination are outlined below.

Utah International Charter School Part B Indicator Data

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	50.00%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	50.00%	NO	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	66.67%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	33.33%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	3.70%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	4.29%	YES	36.27%	YES

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	1.16%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	88.89%	YES	73.60%	YES

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	66.67%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	16.67%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Utah International Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah Military Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah Military Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah Military Academy's FFY 2022 Part B determination are outlined below.

Utah Military Academy Part B Indicator Data

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	78.95%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	21.05%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.32%	90.32%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.10%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.67%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	7.41%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	5.00%	NO	8.31%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.56%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	50.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	6.12%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	24.30%	YES	36.27%	YES

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	6.26%	YES	26.61%	NO
4A	Significant Discrepancy	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%	3.60	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	5.26	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	90.68%	YES	73.60%	YES

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.48%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.17	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.46	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	71.43%	YES	65.39%	NO

#	Indicator	Utah Military Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	71.43%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah Schools for Deaf & Blind FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah Schools for Deaf & Blind has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah Schools for Deaf & Blind's FFY 2022 Part B determination are outlined below.

Utah Schools for Deaf & Blind Part B Indicator Data

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	92.86%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.65%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.65%	YES	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.14%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	0.00%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	0.00%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	0.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	6.25%	YES	36.27%	YES

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	0.00%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	0.00%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	NA×	NA	73.60%	YES

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	NA×	NA	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	NA×	NA	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA×	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA×	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA×	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	85.71%	NO	87.12%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	69.77%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	90.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	60.47%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	87.18%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	55.81%	NO	53.61%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NA ^v	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.06	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	28.57%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	42.86%	NO	65.39%	NO

#	Indicator	Utah Schools for Deaf & Blind Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	57.14%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Utah Virtual Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Utah Virtual Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Utah Virtual Academy's FFY 2022 Part B determination are outlined below.

Utah Virtual Academy Part B Indicator Data

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	73.08%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	17.31%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	54.55%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	44.07%	44.07%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	42.05%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	54.55%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	47.46%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	40.91%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	9.09%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	12.50%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	16.13%	YES	8.31%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	9.09%	9.09%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	3.85%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	6.67%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	100.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	83.33%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	50.00%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	16.67%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	10.91%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	12.95%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	23.06%	YES	36.27%	YES

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	-7.27%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	50.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	10.57%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	82.47%	YES	73.60%	YES

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	10.31%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.38	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.13	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	18.75%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	59.38%	NO	65.39%	NO

#	Indicator	Utah Virtual Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	75.00%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Valley Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Valley Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Valley Academy's FFY 2022 Part B determination are outlined below.

Valley Academy Part B Indicator Data

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	18.18%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	16.67%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	9.09%	9.09%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	16.67%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	35.99%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	0.00%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	38.13%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	98.59%	YES	73.60%	YES

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.71	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.74	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Valley Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Vanguard Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Vanguard Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Vanguard Academy's FFY 2022 Part B determination are outlined below.

Vanguard Academy Part B Indicator Data

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	10.00%	YES	8.31%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	60.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	22.22%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	100.00%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	100.00%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	48.15%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	35.35%	YES	36.27%	YES

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	35.86%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.67%	YES	73.60%	YES

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	4.17%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	85.71%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	100.00%	YES	65.39%	NO

#	Indicator	Vanguard Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Venture Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Venture Academy has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Venture Academy's FFY 2022 Part B determination are outlined below.

Venture Academy Part B Indicator Data

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	77.78%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	91.67%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.50%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	13.33%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	10.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	14.71%	YES	8.31%	NO

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	13.33%	13.33%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	10.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	3.13%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	50.00%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	66.67%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	33.33%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	7.60%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	26.84%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	23.53%	YES	36.27%	YES

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	12.25%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	7.65%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.61%	YES	73.60%	YES

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.65%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	67.86%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.38	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.32	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	22.22%	YES	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	66.67%	YES	65.39%	NO

#	Indicator	Venture Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	88.89%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Vista School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Vista School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Vista School's FFY 2022 Part B determination are outlined below.

Vista School Part B Indicator Data

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	7.14%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	30.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	16.67%	YES	8.31%	NO

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	7.14%	7.14%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	30.00%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	9.09%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	45.49%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	27.27%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	37.88%	YES	36.27%	YES

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	40.65%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	18.91%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	94.87%	YES	73.60%	YES

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.56%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.25	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.16	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	80.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Vista School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Voyage Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Voyage Academy has achieved the determination status of:

Meets Requirements

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Voyage Academy's FFY 2022 Part B determination are outlined below.

Voyage Academy Part B Indicator Data

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	16.67%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	25.00%	25.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	12.28%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	13.16%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	98.68%	YES	73.60%	YES

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	0.95	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.05	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Voyage Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Walden School of Liberal Arts FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBE SES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Walden School of Liberal Arts has achieved the determination status of:

Needs Assistance

The USBE SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Walden School of Liberal Arts's FFY 2022 Part B determination are outlined below.

Walden School of Liberal Arts Part B Indicator Data

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	92.31%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	70.59%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.47%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	33.33%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	25.00%	YES	8.31%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	16.67%	16.67%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	20.52%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	31.43%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	22.92%	YES	36.27%	YES

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	14.10%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	15.22%	YES	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	95.05%	YES	73.60%	YES

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.99%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	85.71%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.15	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.30	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	0.00%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	75.00%	YES	65.39%	NO

#	Indicator	Walden School of Liberal Arts Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	75.00%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Wallace Stegner Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Wallace Stegner Academy has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Wallace Stegner Academy's FFY 2022 Part B determination are outlined below.

Wallace Stegner Academy Part B Indicator Data

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	35.29%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	15.00%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	23.53%	23.53%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	12.48%	YES	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	34.15%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	29.97%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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%	1.54	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	2.60	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	85.81%	YES	73.60%	YES

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	2.58%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.35	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.05	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Wallace Stegner Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Wasatch District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Wasatch District's FFY 2022 Part B determination are outlined below.

Wasatch District Part B Indicator Data

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	84.62%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	9.62%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.54%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.08%	77.08%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.31%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.08%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.27%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	27.45%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	2.86%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	12.16%	YES	8.31%	NO

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	40.00%	40.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	5.71%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	2.63%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	16.67%	NO	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	0.00%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	0.00%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	33.15%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	57.03%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	41.26%	NO	36.27%	YES

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	30.62%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	33.25%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	86.08%	YES	73.60%	YES

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	3.01%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.29%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	72.73%	NO	87.12%	NO

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	66.67%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	73.33%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	43.33%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	69.57%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	60.00%	NO	53.61%	NO

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.41	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.18	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	57.14%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	18.18%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	48.48%	NO	65.39%	NO

#	Indicator	Wasatch District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	87.88%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch Peak Academy FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Wasatch Peak Academy has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Wasatch Peak Academy's FFY 2022 Part B determination are outlined below.

Wasatch Peak Academy Part B Indicator Data

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	12.50%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	37.50%	37.50%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	46.92%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	19.85%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	91.43%	YES	73.60%	YES

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.41	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.03	NO	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	100.00%	YES	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Wasatch Peak Academy Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Wasatch Waldorf Charter School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Wasatch Waldorf Charter School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Wasatch Waldorf Charter School's FFY 2022 Part B determination are outlined below.

Wasatch Waldorf Charter School Part B Indicator Data

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	87.50%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.25%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	15.38%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	0.00%	0.00%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	8.33%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	0.00%	NO	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	0.00%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	100.00%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	0.00%	NO	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	47.37%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	38.04%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	25.00%	YES	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	0.00%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	85.29%	YES	73.60%	YES

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.96%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.34	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.92	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	80.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Wasatch Waldorf Charter School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Washington District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Washington District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Washington District's FFY 2022 Part B determination are outlined below.

Washington District Part B Indicator Data

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	66.67%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	14.81%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.09%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.53%	81.53%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.99%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.25%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.55%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.83%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	18.69%	YES	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	9.91%	YES	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	9.35%	YES	8.31%	NO

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	23.51%	23.51%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	10.22%	YES	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	5.71%	YES	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	22.73%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	12.50%	NO	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	38.46%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	36.36%	YES	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	12.50%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	26.15%	YES	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	26.37%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	39.46%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	42.60%	NO	36.27%	YES

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	27.04%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	12.50%	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	33.06%	NO	26.61%	NO
4A	Significant Discrepancy	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%	0.17	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.33	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	80.15%	YES	73.60%	YES

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	5.99%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	1.50%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	76.19%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	4.11%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	97.18%	YES	87.12%	NO

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	63.82%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	96.22%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	59.76%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	96.50%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	71.95%	YES	53.61%	NO

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	NAv	NA	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	2.48	NO	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.33	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	70.00%	NO	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	30.00%	NO	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	15.98%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	62.13%	NO	65.39%	NO

#	Indicator	Washington District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	79.88%	NO	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Wayne District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Wayne District has achieved the determination status of:

Needs Assistance

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Wayne District's FFY 2022 Part B determination are outlined below.

Wayne District Part B Indicator Data

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	100.00%	YES	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	0.00%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	0.00%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	0.00%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	0.00%	NO	8.31%	NO

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.00%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	64.00%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	50.00%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	35.48%	YES	36.27%	YES

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	31.15%	NO	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	88.71%	YES	73.60%	YES

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	1.61%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	100.00%	YES	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	0.00%	YES	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	100.00%	YES	87.12%	NO

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	75.00%	YES	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	100.00%	YES	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	50.00%	YES	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	100.00%	YES	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	100.00%	YES	53.61%	NO

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	83.33%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.13	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.99	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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 ^v	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	16.67%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	83.33%	YES	65.39%	NO

#	Indicator	Wayne District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	100.00%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Weber District FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Weber District has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Weber District's FFY 2022 Part B determination are outlined below.

Weber District Part B Indicator Data

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	57.89%	NO	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	13.16%	YES	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.46%	NO	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.97%	90.97%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.92%	NO	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.24%	NO	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.63%	NO	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.75%	NO	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.64%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	4.51%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	2.86%	NO	8.31%	NO

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	19.90%	19.90%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	2.08%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	0.88%	NO	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	17.39%	YES	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	25.00%	YES	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	29.79%	YES	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	26.09%	NO	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	10.71%	YES	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	8.51%	NO	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	23.81%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	25.86%	YES	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	36.58%	YES	36.27%	YES

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	28.98%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	10.71%	YES	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	27.31%	NO	26.61%	NO
4A	Significant Discrepancy	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%	0.11	NO	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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%	0.11	NO	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	60.32%	NO	73.60%	YES

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	8.14%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	2.10%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	9.83%	NO	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	53.47%	NO	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	0.00%	YES	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	79.29%	NO	87.12%	NO

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	43.54%	NO	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	81.82%	NO	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	38.10%	NO	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	78.26%	NO	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	46.26%	NO	53.61%	NO

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	74.07%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.54	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.55	YES	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NA ^v	NA	90.79%	NO
12	Transition from Part C to Part B	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%	99.07%	NO	99.57%	NO

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	17.22%	NO	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	66.67%	YES	65.39%	NO

#	Indicator	Weber District Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	86.11%	YES	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Weilenmann School of Discovery FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Weilenmann School of Discovery has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Weilenmann School of Discovery's FFY 2022 Part B determination are outlined below.

Weilenmann School of Discovery Part B Indicator Data

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	100.00%	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	14.29%	NO	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	0.00%	NO	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	7.14%	7.14%	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	0.00%	NO	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	24.60%	NO	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	45.45%	NO	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	27.58%	NO	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NO	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	69.57%	YES	73.60%	YES

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	13.04%	NO	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	100.00%	YES	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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%	1.51	YES	0.00%	YES
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Weilenmann School of Discovery Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES

Annual Performance Report on Utah's State Performance Plan Winter Sports School FFY 2022

Publication Date: April 5, 2024

The Utah State Board of Education Special Education Services (USBES) section is required by the United States Department of Education Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of each local education agency (LEA) in meeting the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) using one of the following four categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" (34 CFR §§300.600 and 300.604).

Winter Sports School has achieved the determination status of:

Needs Intervention

The USBES continues to recognize and value the commitment and delivery of high-quality services implemented by each LEA. The data used to make Winter Sports School's FFY 2022 Part B determination are outlined below.

Winter Sports School Part B Indicator Data

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
1	Graduation	Percent of youth with IEPs graduating from high school with a regular diploma.	≥ 68.66%	NA*	NA	65.64%	NO
2	Drop Out	Percent of youth with IEPs dropping out of high school.	≤ 24.58%	NA*	NA	22.34%	YES
3A	English Language Arts	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.39%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA^	85.31%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	76.68%	NO
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	93.10%	NO
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	83.01%	NO
		Participation rate of high school students with IEPs in regular and alternate state assessments.	≥ 95.00%	NA^	NA	78.12%	NO
3B	English Language Arts	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 14.75%	NA^	NA	18.00%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 7.67%	NA^	NA	7.93%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 8.75%	NA^	NA	8.31%	NO

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3B	Math	Proficiency rate of grade 4 students with IEPs on the regular state assessment.	≥ 19.91%	NA^	NA^	23.13%	YES
		Proficiency rate of grade 8 students with IEPs on the regular state assessment.	≥ 6.15%	NA^	NA	6.45%	YES
		Proficiency rate of high school students with IEPs on the regular state assessment.	≥ 3.39%	NA^	NA	4.01%	YES
3C	English Language Arts	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 15.17%	NA^	NA	11.69%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 23.91%	NA^	NA	21.71%	NO
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 29.62%	NA^	NA	27.59%	NO
3C	Math	Proficiency rate of grade 4 students with IEPs on the alternate state assessment.	≥ 31.56%	NA^	NA	30.72%	NO
		Proficiency rate of grade 8 students with IEPs on the alternate state assessment.	≥ 6.38%	NA^	NA	8.30%	YES
		Proficiency rate of high school students with IEPs on the alternate state assessment.	≥ 12.56%	NA^	NA	14.16%	YES
3D	English Language Arts	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 23.19%	NA+	NA	26.16%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 35.51%	NA+	NA	33.96%	YES
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 39.23%	NA+	NA	36.27%	YES

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
3D	Math	Proficiency gap between grade 4 students with IEPs and all grade 4 students on the regular state assessment.	≤ 25.10%	NA+	NA	26.32%	NO
		Proficiency gap between grade 8 students with IEPs and all grade 8 students on the regular state assessment.	≤ 30.43%	NA^	NA	31.84%	NO
		Proficiency gap between high school students with IEPs and all high school students on the regular state assessment.	≤ 25.52%	NA+	NA	26.61%	NO
4A	Significant Discrepancy	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	31.25%	NO
4B	Significant Discrepancy by Race or Ethnicity	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	46.67%	YES
5A	Regular Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class 80% or more of the day.	≥ 65.79%	100.00%	YES	73.60%	YES

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
5B	Separate Classroom	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served inside the regular class less than 40% of the day.	≤ 9.43%	0.00%	YES	8.53%	YES
5C	Separate Facilities	Percent of students with IEPs aged 5 in kindergarten and aged 6 through 21 who are served in separate schools, residential facilities, or homebound/hospital placements.	≤ 2.77%	0.00%	YES	2.35%	YES
6A	Regular Program	Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	≥ 47.75%	NA`	NA	48.97%	YES
6B	Special Program	Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	≤ 32.34%	NA`	NA	31.67%	YES
6C	Home	Percent of children aged 3 through 5 with IEPs receiving special education and related services in the home.	≤ 0.30%	NA`	NA	0.15%	YES
7A1	Positive Social-Emotional Skills (including social relationships)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.94%	NA`	NA	87.12%	NO

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
7A2	Positive Social-Emotional Skills (including social relationships)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 56.33%	NA`	NA	49.28%	NO
7B1	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 88.73%	NA`	NA	91.32%	YES
7B2	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 48.80%	NA`	NA	40.53%	NO
7C1	Use of Appropriate Behaviors to Meet Needs	Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.00%	NA`	NA	89.77%	NO
7C2	Use of Appropriate Behaviors to Meet Needs	The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.01%	NA`	NA	53.61%	NO

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
8	Parent Involvement	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.	≥ 78.58%	0.00%	NO	77.29%	NO
9	Disproportionate Representation by Race/Ethnicity	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
10	Disproportionate Representation by Race/Ethnicity and Disability Category	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	4.96%	NO
11	Evaluation in 60 Days (State established timeline is 45 school days)	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.	100.00%	NAv	NA	90.79%	NO
12	Transition from Part C to Part B	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	99.57%	NO

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	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%	NAv	NA	52.44%	NO
14A	Higher Education	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school;	≥ 18.29%	NAv	NA	17.87%	NO
14B	Higher Education or Competitively Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school;	≥ 65.81%	NAv	NA	65.39%	NO

#	Indicator	Winter Sports School Measurement	FFY 2022 State Target	FFY 2022 LEA Data	LEA Met FFY 2022 Target	FFY 2022 State Data	State Met FFY 2022 Target
14C	Higher Education, Other Post-secondary Education/Training, Competitively Employed or Other Employed	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 82.70%	NA ^v	NA	83.68%	YES
15	General Supervision: Resolutions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	NA	NA~	NA	50.00%	NA
16	General Supervision: Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 60.75%	NA~	NA	66.67%	YES