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Annual Performance Report on Utah's State Performance Plan
Academy for Math, Engineering, and Science (AMES)

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Academy for Math, Engineering, and Science (AMES) APR Determination: Meets Requirements

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Academy for Math, Engineering, and Science (AMES)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	20.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 50.00%	NA YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 16.67%	NA YES	17.61% 7.08%	YES YES

Academy for Math, Engineering, and Science (AMES) (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Academy for Math, Engineering, and Science (AMES) (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	96.43%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Academy for Math, Engineering, and Science (AMES) (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	100.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Academy for Math, Engineering, and Science (AMES) (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Alpine School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Alpine School District APR Determination: Needs Assistance

Alpine School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	71.35%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	21.56%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.36% 88.70%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.30% 92.10%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.34% 10.81%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	23.72% 10.67%	YES YES	17.61% 7.08%	YES YES

Alpine School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.03%	NO	0.00%	YES
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	0.00%	YES

Alpine School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	64.36%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.59%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.23%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	7.09%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	53.33%	NO	40.95%	YES

Alpine School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	90.26% 35.33%	NO NO	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	93.97% 35.80%	YES NO	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	89.70% 50.58%	NO NO	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Alpine School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	85.51%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Alpine School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	21.14%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	72.36%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	88.62%	YES	79.46%	NO

Alpine School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

American Academy of Innovation APR Determination: NA

American Academy of Innovation

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

American Academy of Innovation (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

American Academy of Innovation (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	NA	NA	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	NA	NA	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

American Academy of Innovation (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American Academy of Innovation (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

American Academy of Innovation (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

American Academy of Innovation (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

UTAH STATE BOARD OF EDUCATION

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Annual Performance Report on Utah's State Performance Plan
American International School of Utah

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

American International School of Utah APR Determination: Needs Intervention

American International School of Utah

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	80.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	55.56%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	50.40% 20.80%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	50.10% 57.90%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	8.89% 20.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	6.82% 0.00%	NO NO	17.61% 7.08%	YES YES

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

American International School of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	52.03%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.68%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	78.13%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	50.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

American International School of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

American Leadership Academy APR Determination: Needs Assistance

American Leadership Academy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	21.05%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.80% 86.40%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.90% 75.00%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	17.74% 5.26%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	23.02% 0.00%	YES NO	17.61% 7.08%	YES YES

American Leadership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

American Leadership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	36.40%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	14.40%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

American Leadership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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American Preparatory Academy APR Determination: Needs Intervention

American Preparatory Academy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	40.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	33.33%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.60% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.90% 90.00%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	27.51% 26.67%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	26.64% 33.33%	YES YES	17.61% 7.08%	YES YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	84.44%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.99%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	77.27%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

American Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Aristotle Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Aristotle Academy APR Determination: Needs Assistance

Aristotle Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	7.14% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	7.14% NA	NO NA	17.61% 7.08%	YES YES

Aristotle Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Aristotle Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	76.19%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	9.52%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Aristotle Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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Ascent Academies of Utah APR Determination: Meets Requirements

Ascent Academies of Utah							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.00% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.40% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.61% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.10% NA	YES NA	17.61% 7.08%	YES YES

Ascent Academies of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Ascent Academies of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	89.96%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.84%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	76.92%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Ascent Academies of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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Athenian eAcademy APR Determination: Needs Substantial Intervention

Athenian eAcademy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	29.70% 20.00%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	29.40% 60.00%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% 0.00%	NO NO	17.61% 7.08%	YES YES

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.28%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
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Athenian eAcademy (continued)

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7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
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Athenian eAcademy (continued)

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Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
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14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Lorraine Austin, Board Secretary

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Athlos Academy of Utah APR Determination: NA

Athlos Academy of Utah							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Athlos Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Athlos Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	NA	NA	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	NA	NA	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Athlos Academy of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Athlos Academy of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Athlos Academy of Utah (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Athlos Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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Bear River Charter School APR Determination: Needs Assistance

Bear River Charter School							
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3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.70% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.70% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	11.76% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	11.76% NA	NO NA	17.61% 7.08%	YES YES

Bear River Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Bear River Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	9.52%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Bear River Charter School (continued)

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7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
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7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
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Bear River Charter School (continued)

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10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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Bear River Charter School (continued)

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14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Bear River Charter School (continued)							
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Annual Performance Report on Utah's State Performance Plan
Beaver School District

FFY 2015
Publication Date: May 8, 2017

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Beaver School District APR Determination: Needs Assistance

Beaver School District							
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	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.80% 100.00%	YES YES	93.55% 93.36%	NO NO
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	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	20.18% 0.00%	YES NO	17.61% 7.08%	YES YES

Beaver School District (continued)							
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Beaver School District (continued)							
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Beaver School District (continued)

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Beaver School District (continued)

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Beaver School District (continued)

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Beaver School District (continued)							
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Beehive Science & Technology Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Beehive Science & Technology Academy APR Determination: Needs Intervention

Beehive Science & Technology Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	0.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	50.00%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	83.30% 85.70%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	83.30% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	20.00% 33.33%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	36.00% 28.57%	YES YES	17.61% 7.08%	YES YES

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	77.97%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Beehive Science & Technology Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	71.43%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Beehive Science & Technology Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Box Elder School District APR Determination: Needs Intervention

Box Elder School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	64.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	31.07%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.75% 95.10%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.30% 99.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	11.18% 8.16%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.33% 6.86%	NO NO	17.61% 7.08%	YES YES

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.08%	NO	0.00%	YES
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	0.00%	YES

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	47.60%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	20.67%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	29.80%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	44.04%	NO	40.95%	YES

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	89.36% 65.22%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	83.49% 51.30%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	83.53% 73.04%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	72.70%	NO	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	9.09%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	54.55%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	68.18%	NO	79.46%	NO

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Cache School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Cache School District APR Determination: Needs Assistance

Cache School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	72.73%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	21.57%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.70% 96.10%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.20% 94.20%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	19.89% 12.12%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	25.15% 10.20%	YES YES	17.61% 7.08%	YES YES

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	56.31%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	9.62%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.66%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	12.58%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	18.20%	YES	40.95%	YES

Cache School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	77.70% 62.18%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	77.22% 47.15%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	81.12% 73.58%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Cache School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	91.11%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Cache School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	13.16%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	60.53%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	65.79%	NO	79.46%	NO

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Spencer F. Stokes
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Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Board Secretary

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Canyon Grove Academy APR Determination: Needs Assistance

Canyon Grove Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.20% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.70% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	6.06% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	9.38% NA	NO NA	17.61% 7.08%	YES YES

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Canyon Grove Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	79.63%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Canyon Grove Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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Canyon Rim Academy APR Determination: Meets Requirements

Canyon Rim Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.90% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.90% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	34.29% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	40.00% NA	YES NA	17.61% 7.08%	YES YES

Canyon Rim Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Canyon Rim Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	90.91%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Canyon Rim Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Canyons School District

FFY 2015
Publication Date: May 8, 2017

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

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Canyons School District APR Determination: Needs Intervention

Canyons School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	67.33%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	31.71%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.80% 91.80%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.30% 93.80%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.35% 7.01%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.47% 8.29%	YES YES	17.61% 7.08%	YES YES

Canyons School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.03%	NO	0.00%	YES
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	0.00%	YES

Canyons School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	53.72%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	14.56%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.47%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	12.34%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	60.43%	NO	40.95%	YES

Canyons School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	75.76% 61.24%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	79.38% 47.75%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	82.86% 75.28%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Canyons School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
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10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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**	State established timeline is 45 school days.						

Canyons School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
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14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	66.67%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	82.35%	NO	79.46%	NO

Canyons School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
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Annual Performance Report on Utah's State Performance Plan
Carbon School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Carbon School District APR Determination: Needs Assistance

Carbon School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	91.67%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	12.50%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.27% 93.30%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.40% 90.30%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	19.20% 7.14%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.16% 3.57%	NO NO	17.61% 7.08%	YES YES

Carbon School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Carbon School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	83.33%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	3.14%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	8.63%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	69.92%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	29.32%	YES	40.95%	YES

Carbon School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	90.70% 50.98%	NO NO	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	91.11% 47.06%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	97.06% 82.35%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Carbon School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Carbon School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	23.81%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	61.90%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	85.71%	NO	79.46%	NO

Carbon School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Channing Hall APR Determination: Needs Intervention

Channing Hall							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.40% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	81.60% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	16.07% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.23% NA	YES NA	17.61% 7.08%	YES YES

Channing Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Channing Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	63.33%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	25.00%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Channing Hall (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Channing Hall (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	50.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Channing Hall (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Channing Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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City Academy APR Determination: Needs Intervention

City Academy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	28.57%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	72.73%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.50% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% 0.00%	NO NO	17.61% 7.08%	YES YES

City Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	2.63%	NO	0.00%	YES
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%	1.00%	NO	0.00%	YES

City Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	68.97%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	3.45%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

City Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

City Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

City Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	14.29%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	57.14%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

City Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
CS Lewis Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

CS Lewis Academy APR Determination: Needs Assistance

CS Lewis Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	77.00% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.50% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	21.05% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.05% NA	YES NA	17.61% 7.08%	YES YES

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

CS Lewis Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	89.74%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	25.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	84.62%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

CS Lewis Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Daggett School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Daggett School District APR Determination: Needs Intervention

Daggett School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	50.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.50% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	12.50% 0.00%	NO NO	17.61% 7.08%	YES YES

Daggett School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Daggett School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	91.30%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	4.35%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Daggett School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Daggett School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Daggett School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

Daggett School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
DaVinci Academy

FFY 2015
Publication Date: May 8, 2017

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DaVinci Academy APR Determination: Needs Assistance

DaVinci Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	93.33%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	77.60% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	76.50% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	8.57% 8.33%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	7.35% 8.33%	NO YES	17.61% 7.08%	YES YES

DaVinci Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

DaVinci Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	14.58%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	81.82%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	90.90%	NO	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	25.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	87.50%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

DaVinci Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Davis School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Davis School District APR Determination: Needs Assistance

Davis School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	63.42%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	28.99%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.71% 91.60%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.30% 92.20%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.82% 8.92%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	20.17% 5.94%	YES NO	17.61% 7.08%	YES YES

Davis School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Davis School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	53.12%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	15.93%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.95%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	37.28%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	18.16%	YES	40.95%	YES

Davis School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	81.06% 58.25%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	76.83% 58.25%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	87.56% 73.06%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Davis School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	86.30%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Davis School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	20.44%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	62.04%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	83.94%	NO	79.46%	NO

Davis School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Dixie Montessory Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Dixie Montessory Academy APR Determination: Needs Intervention

Dixie Montessory Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	72.60% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	76.60% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% NA	NO NA	17.61% 7.08%	YES YES

Dixie Montessory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Dixie Montessory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	94.34%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.89%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	73.33%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Dixie Montessory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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Dual Immersion Academy APR Determination: Needs Assistance

Dual Immersion Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	8.82% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	2.94% NA	NO NA	17.61% 7.08%	YES YES

Dual Immersion Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Dual Immersion Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	90.57%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Dual Immersion Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Duchesne School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Duchesne School District APR Determination: Needs Intervention

Duchesne School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	66.67%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	48.81%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.46% 89.36%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.60% 93.30%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.30% 4.76%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	11.81% 7.14%	NO YES	17.61% 7.08%	YES YES

Duchesne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Duchesne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	55.95%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.57%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	7.39%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	24.03%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	68.99%	NO	40.95%	YES

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	83.67% 23.08%	NO NO	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	82.35% 30.77%	NO NO	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	86.36% 57.69%	NO NO	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	18.18%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	54.55%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	72.73%	NO	79.46%	NO

Duchesne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Early Light Academy at Daybreak APR Determination: Meets Requirements

Early Light Academy at Daybreak							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.10% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.90% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.39% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	29.89% NA	YES NA	17.61% 7.08%	YES YES

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	72.73%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Early Light Academy at Daybreak (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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East Hollywood High APR Determination: Needs Intervention

East Hollywood High

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	57.89%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	31.58%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 92.30%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 90.90%	NA NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 0.00%	NA NO	17.61% 7.08%	YES YES

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

East Hollywood High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	41.38%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	15.52%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

East Hollywood High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Edith Bowen Laboratory School APR Determination: Needs Assistance

Edith Bowen Laboratory School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.90% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.90% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	32.00% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	48.00% NA	YES NA	17.61% 7.08%	YES YES

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	64.71%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Emery School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Emery School District APR Determination: Needs Assistance

Emery School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	84.21%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	21.74%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.18% 90.00%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.30% 95.20%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	11.47% 5.56%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	16.13% 5.00%	NO NO	17.61% 7.08%	YES YES

Emery School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Emery School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	70.71%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.07%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	42.59%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	57.41%	NO	40.95%	YES

Emery School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 78.38%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	85.71% 75.68%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	94.74% 94.59%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Emery School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	77.27%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Emery School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	42.86%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	71.43%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	85.71%	NO	79.46%	NO

Emery School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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Endeavor Hall APR Determination: Needs Assistance

Endeavor Hall							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.20% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.20% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	3.70% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	7.41% NA	NO NA	17.61% 7.08%	YES YES

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Endeavor Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	21.31%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	4.92%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Endeavor Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Entheos Academy APR Determination: Needs Intervention

Entheos Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.90% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.90% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	7.79% NA	NO NA	17.61% 7.08%	YES YES

Entheos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.85%	NO	0.00%	YES
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	0.00%	YES

Entheos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	92.59%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	7.41%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	72.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Entheos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Esperanza Elementary

FFY 2015
Publication Date: May 8, 2017

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

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Esperanza Elementary APR Determination: Needs Assistance

Esperanza Elementary							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.10% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.10% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	2.33% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	2.33% NA	NO NA	17.61% 7.08%	YES YES

Esperanza Elementary (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Esperanza Elementary (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	92.06%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	3.17%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	70.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Esperanza Elementary (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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Excelsior Academy APR Determination: Needs Assistance

Excelsior Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
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	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.00% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.90% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	14.52% NA	NO NA	17.61% 7.08%	YES YES

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Excelsior Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
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Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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**	State established timeline is 45 school days.						

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
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14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Excelsior Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Fast Forward Charter High APR Determination: Needs Assistance

Fast Forward Charter High							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	64.71%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	28.57%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 72.70%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 15.38%	NA YES	17.61% 7.08%	YES YES

Fast Forward Charter High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Fast Forward Charter High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	95.92%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Fast Forward Charter High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Fast Forward Charter High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Fast Forward Charter High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	20.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	90.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	90.00%	YES	79.46%	NO

Fast Forward Charter High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Franklin Discover Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Franklin Discover Academy APR Determination: NA

Franklin Discover Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Franklin Discover Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Franklin Discover Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	NA	NA	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	NA	NA	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Franklin Discover Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Franklin Discover Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Franklin Discover Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Franklin Discover Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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Freedom Preparatory Academy APR Determination: Needs Assistance

Freedom Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.60% 88.90%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.80% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	10.53% 25.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.79% 14.29%	NO YES	17.61% 7.08%	YES YES

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
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Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
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9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
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Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
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Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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Annual Performance Report on Utah's State Performance Plan
Garfield School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Garfield School District APR Determination: Meets Requirements

Garfield School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	70.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.10% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.10% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	9.26% 16.67%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	20.37% 16.67%	YES YES	17.61% 7.08%	YES YES

Garfield School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Garfield School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	82.18%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	3.96%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Garfield School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 100.00%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 100.00%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 100.00%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Garfield School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Garfield School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	25.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Garfield School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Gateway Preparatory Academy APR Determination: Needs Assistance

Gateway Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.90% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.80% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	10.81% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	6.85% NA	NO NA	17.61% 7.08%	YES YES

Gateway Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.97%	NO	0.00%	YES
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	0.00%	YES

Gateway Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	79.38%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.34%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.06%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	84.62%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Gateway Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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George Washington Academy APR Determination: Needs Assistance

George Washington Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.70% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.60% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	36.17% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	47.83% NA	YES NA	17.61% 7.08%	YES YES

George Washington Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

George Washington Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	82.81%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	4.69%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

George Washington Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Good Foundations Academy APR Determination: Meets Requirements

Good Foundations Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.90% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	15.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	17.95% NA	YES NA	17.61% 7.08%	YES YES

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	75.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	76.92%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Grand School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Grand School District APR Determination: Needs Intervention

Grand School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	66.67%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.90% 9.09%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	12.60% 0.00%	NO NO	17.61% 7.08%	YES YES

Grand School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.51%	NO	0.00%	YES
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	0.00%	YES

Grand School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	56.07%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	2.80%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.14%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	4.65%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	90.70%	NO	40.95%	YES

Grand School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	90.91% 36.36%	NO NO	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 63.64%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 90.91%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Grand School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Grand School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	33.33%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Grand School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Granite School District

FFY 2015
Publication Date: May 8, 2017

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

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Granite School District APR Determination: Needs Intervention

Granite School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	56.98%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	39.09%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.43% 95.89%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.40% 99.20%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	10.28% 2.26%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	11.37% 2.74%	NO NO	17.61% 7.08%	YES YES

Granite School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.03%	NO	0.00%	YES
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	0.00%	YES

Granite School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	55.35%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	12.08%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	3.11%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	62.77%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	23.61%	YES	40.95%	YES

Granite School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	90.53% 56.97%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	89.44% 51.21%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	88.14% 66.67%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Granite School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	74.60%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Granite School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	12.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	52.80%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	67.20%	NO	79.46%	NO

Granite School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

GreenWood Charter School APR Determination: Needs Intervention

GreenWood Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.50% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.50% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% NA	NO NA	17.61% 7.08%	YES YES

GreenWood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

GreenWood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	94.34%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	3.77%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

GreenWood Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

GreenWood Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

GreenWood Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

GreenWood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Guadalupe School APR Determination: Needs Intervention

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Guadalupe School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	70.00% 70.00%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	9.09% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	18.18% NA	YES NA	17.61% 7.08%	YES YES

Guadalupe School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Guadalupe School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	95.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	5.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Guadalupe School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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Hawthorn Academy APR Determination: Meets Requirements

Hawthorn Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.50% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.50% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	24.53% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	25.47% NA	YES NA	17.61% 7.08%	YES YES

Hawthorn Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Hawthorn Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	87.67%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	2.05%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	63.64%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Hawthorn Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
HighMark Charter School

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

HighMark Charter School APR Determination: Needs Assistance

HighMark Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.40% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	83.30% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	7.84% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	17.65% NA	YES NA	17.61% 7.08%	YES YES

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

HighMark Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	66.13%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.61%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	93.33%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

HighMark Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
InTech Collegiate High School

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

InTech Collegiate High School APR Determination: Meets Requirements

InTech Collegiate High School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 33.33%	NA YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 66.67%	NA YES	17.61% 7.08%	YES YES

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

InTech Collegiate High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	100.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Iron School District

FFY 2015
Publication Date: May 8, 2017

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

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Iron School District APR Determination: Needs Assistance

Iron School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	67.07%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	27.18%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.79% 88.24%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.20% 92.30%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	16.02% 10.67%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	18.09% 4.76%	YES NO	17.61% 7.08%	YES YES

Iron School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Iron School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	58.25%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	8.58%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.76%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	35.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	64.58%	NO	40.95%	YES

Iron School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	90.36% 66.02%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	84.44% 54.37%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	91.03% 77.67%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Iron School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Iron School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	10.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	62.50%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	77.50%	NO	79.46%	NO

Iron School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Itineris Early College High School APR Determination: Needs Intervention

Itineris Early College High School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 83.30%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 75.00%	NA NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 20.00%	NA YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 33.33%	NA YES	17.61% 7.08%	YES YES

Itineris Early College High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Itineris Early College High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	80.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	10.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Itineris Early College High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Itineris Early College High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	66.67%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Itineris Early College High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Itineris Early College High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Jefferson Academy APR Determination: Meets Requirements

Jefferson Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.80% 91.30%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	28.13% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	30.30% NA	YES NA	17.61% 7.08%	YES YES

Jefferson Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Jefferson Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	65.91%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	2.27%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Jefferson Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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John Hancock Charter School APR Determination: Needs Assistance

John Hancock Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.00% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.00% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	23.08% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	38.46% NA	YES NA	17.61% 7.08%	YES YES

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.67%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

John Hancock Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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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	99.90%	NO
**	State established timeline is 45 school days.						

John Hancock Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
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14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Jordan School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Jordan School District APR Determination: Needs Intervention

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Jordan School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	75.57%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	19.95%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.06% 75.99%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.70% 91.50%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.98% 7.64%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	17.86% 5.63%	YES NO	17.61% 7.08%	YES YES

Jordan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	NO	0.00%	YES
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	0.00%	YES

Jordan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	58.56%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	10.22%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	6.21%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	17.03%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	66.67%	NO	40.95%	YES

Jordan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	88.19% 67.95%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	87.27% 62.82%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	86.27% 76.28%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Jordan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	67.16%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Jordan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	26.13%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	68.47%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	78.38%	NO	79.46%	NO

Jordan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Juab School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Juab School District APR Determination: Needs Intervention

Juab School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	85.71%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	13.33%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.90% 87.50%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.80% 88.20%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.06% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.15% 6.67%	NO NO	17.61% 7.08%	YES YES

Juab School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Juab School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	55.66%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.65%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	88.89%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Juab School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	85.71% 78.26%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	86.67% 73.91%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 86.96%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Juab School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	73.08%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Juab School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	66.67%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	66.67%	NO	79.46%	NO

Juab School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Kairos Academy

FFY 2015
Publication Date: May 8, 2017

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

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Kairos Academy APR Determination: Needs Substantial Intervention

Kairos Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	0.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	100.00%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 50.00%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 0.00%	NA NO	17.61% 7.08%	YES YES

Kairos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Kairos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	0.00%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	0.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

Kairos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Kane School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Kane School District APR Determination: Needs Intervention

Kane School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	91.67%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	8.33%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.00% 90.90%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.80% 92.30%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	36.00% 0.00%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	39.19% 25.00%	YES YES	17.61% 7.08%	YES YES

Kane School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Kane School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	83.65%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.29%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	64.29%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	35.71%	YES	40.95%	YES

Kane School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	72.73% 57.14%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	66.67% 71.43%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	72.73% 57.14%	NO NO	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Kane School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	62.50%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Kane School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Kane School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Karl G. Maeser Preparatory Academy APR Determination: Needs Intervention

Karl G. Maeser Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	83.33%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	62.50% 55.60%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	62.50% 66.70%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% 20.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	42.86% 33.33%	YES YES	17.61% 7.08%	YES YES

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	50.00%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	50.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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Lakeview Academy APR Determination: Needs Assistance

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Lakeview Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	81.50% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	81.50% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	19.15% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	23.40% NA	YES NA	17.61% 7.08%	YES YES

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Board Secretary

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Leadership Learning Academy APR Determination: Meets Requirements

Leadership Learning Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	10.87% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.57% NA	YES NA	17.61% 7.08%	YES YES

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	84.62%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.54%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Leadership Learning Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Leadership Learning Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Legacy Preparatory Academy APR Determination: Meets Requirements

Legacy Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.50% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.60% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	20.63% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	30.65% NA	YES NA	17.61% 7.08%	YES YES

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	94.19%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	95.24%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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Lincoln Academy APR Determination: Needs Assistance

Lincoln Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
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3B	**Participation for students with IEPs.**						
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	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	78.40% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	10.71% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	18.00% NA	YES NA	17.61% 7.08%	YES YES

Lincoln Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Lincoln Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
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6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Lincoln Academy (continued)

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7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
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Lincoln Academy (continued)

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Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
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Lincoln Academy (continued)							
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Annual Performance Report on Utah's State Performance Plan
Logan School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Logan School District APR Determination: Needs Intervention

Logan School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	69.77%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	33.33%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.90% 89.30%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.90% 91.40%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.32% 2.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	16.25% 5.66%	NO NO	17.61% 7.08%	YES YES

Logan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Logan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	59.92%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	13.36%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.13%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	21.19%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	44.37%	NO	40.95%	YES

Logan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	89.66% 72.22%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	87.10% 75.93%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	93.10% 81.48%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Logan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	80.95%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Logan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	18.18%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	45.45%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	72.73%	NO	79.46%	NO

Logan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Lumen Scholar Institute APR Determination: Needs Intervention

Lumen Scholar Institute							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	14.90% 0.00%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	11.10% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	33.33% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	50.00% 0.00%	YES NO	17.61% 7.08%	YES YES

Lumen Scholar Institute (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Lumen Scholar Institute (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	87.50%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.25%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Lumen Scholar Institute (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Lumen Scholar Institute (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

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Mana Academy Charter School APR Determination: Needs Intervention

Mana Academy Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.90% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.80% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	3.13% 50.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% 0.00%	NO NO	17.61% 7.08%	YES YES

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	64.10%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	17.95%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Maria Montessori Academy APR Determination: Needs Assistance

Maria Montessori Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.60% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.60% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.48% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	5.75% NA	NO NA	17.61% 7.08%	YES YES

Maria Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Maria Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	72.50%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	10.83%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	80.00%	NO	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Maria Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Merit College Preparatory Academy APR Determination: Needs Intervention

Merit College Preparatory Academy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	45.45%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	46.15%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	77.50% 92.90%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.50% 92.90%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.29% 7.69%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	25.00% 0.00%	YES NO	17.61% 7.08%	YES YES

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	1.79%	NO	0.00%	YES
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%	1.00%	NO	0.00%	YES

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	97.56%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	90.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	66.67%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Millard School District

FFY 2015
Publication Date: May 8, 2017

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

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Millard School District APR Determination: Needs Intervention

Millard School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	72.50%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	23.81%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.10% 89.50%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.60% 88.90%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	8.25% 5.88%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	8.25% 0.00%	NO NO	17.61% 7.08%	YES YES

Millard School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Millard School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	62.18%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	5.96%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Millard School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 94.12%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 82.35%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 97.06%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Millard School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	60.87%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Millard School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	16.67%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	50.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	50.00%	NO	79.46%	NO

Millard School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Moab Charter School APR Determination: Meets Requirements

Moab Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	23.08% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	7.69% NA	NO NA	17.61% 7.08%	YES YES

Moab Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Moab Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	94.12%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Moab Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Monticello Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Monticello Academy APR Determination: Meets Requirements

Monticello Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.70% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.70% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	34.38% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	21.88% NA	YES NA	17.61% 7.08%	YES YES

Monticello Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Monticello Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	97.50%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	70.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Monticello Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Morgan School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Morgan School District APR Determination: Needs Intervention

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Morgan School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	66.67%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	25.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.20% 83.30%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.80% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	16.00% 0.00%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.35% 7.69%	YES YES	17.61% 7.08%	YES YES

Morgan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Morgan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	68.52%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	9.26%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	97.83%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Morgan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 84.62%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	75.00% 84.62%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	87.50% 92.31%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Morgan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Morgan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	88.90%	NO	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	25.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	75.00%	NO	79.46%	NO

Morgan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Mountain Heights Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Mountain Heights Academy APR Determination: Needs Intervention

Mountain Heights Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	50.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	63.16%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	41.40% 47.10%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	37.60% 50.00%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	22.22% 12.50%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	11.11% 0.00%	NO NO	17.61% 7.08%	YES YES

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	84.13%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	25.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	75.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	75.00%	NO	79.46%	NO

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Mountainville Academy

FFY 2015
Publication Date: May 8, 2017

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

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Mountainville Academy APR Determination: Needs Assistance

Mountainville Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.70% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	68.30% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.91% NA	NO NA	17.61% 7.08%	YES YES

Mountainville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Mountainville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	79.71%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	7.25%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Mountainville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Mountain West Montessori Academy

FFY 2015
Publication Date: May 8, 2017

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

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Mountain West Montessori Academy APR Determination: Needs Assistance

Mountain West Montessori Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	84.00% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	82.80% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	8.93% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	7.27% NA	NO NA	17.61% 7.08%	YES YES

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	86.57%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.49%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	67.86%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Murray School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Murray School District APR Determination: Needs Assistance

Murray School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	69.23%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	35.42%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.20% 82.60%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.20% 97.80%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.98% 7.89%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	17.34% 2.22%	NO NO	17.61% 7.08%	YES YES

Murray School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Murray School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	69.60%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	5.19%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	98.59%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Murray School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	94.12% 63.64%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	95.24% 59.09%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 90.91%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Murray School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	91.30%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Murray School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	57.14%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	85.71%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Murray School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Navigator Pointe Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Navigator Pointe Academy APR Determination: Needs Assistance

Navigator Pointe Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.30% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.30% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	22.73% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	27.27% NA	YES NA	17.61% 7.08%	YES YES

Navigator Pointe Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Navigator Pointe Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	95.24%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	100.00%	NO	40.95%	YES

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	88.24%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Navigator Pointe Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Nebo School District

FFY 2015
Publication Date: May 8, 2017

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

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Nebo School District APR Determination: Needs Assistance

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Nebo School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	77.78%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	18.83%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.30% 84.00%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.20% 91.00%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	16.64% 8.29%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	17.08% 6.87%	NO NO	17.61% 7.08%	YES YES

Nebo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.03%	NO	0.00%	YES
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	0.00%	YES

Nebo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	66.33%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	13.59%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.13%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	25.99%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	41.75%	YES	40.95%	YES

Nebo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	95.13% 65.25%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	91.70% 49.42%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	92.89% 72.97%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Nebo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	86.27%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Nebo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	17.31%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	61.54%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	78.85%	NO	79.46%	NO

Nebo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Noah Webster Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Noah Webster Academy APR Determination: Meets Requirements

Noah Webster Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.80% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.80% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	10.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	20.00% NA	YES NA	17.61% 7.08%	YES YES

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
North Davis Preparatory Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

North Davis Preparatory Academy APR Determination: Meets Requirements

North Davis Preparatory Academy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.60% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.00% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	21.15% NA	YES NA	17.61% 7.08%	YES YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	81.58%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	5.26%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
North Sanpete School District

FFY 2015
Publication Date: May 8, 2017

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North Sanpete School District APR Determination: Needs Assistance

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

North Sanpete School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	71.43%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	13.64%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	99.30% 94.40%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.20% 94.40%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	21.32% 0.00%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	22.73% 5.88%	YES NO	17.61% 7.08%	YES YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	79.45%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.37%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	75.00% 72.73%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 81.82%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 81.82%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	NO
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**	State established timeline is 45 school days.						

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
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14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	75.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	75.00%	NO	79.46%	NO

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
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†	As the State total was less than 10, there is no requirement to report on this indicator.						

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North Star Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

North Star Academy APR Determination: Needs Assistance

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

North Star Academy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.10% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.10% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	29.03% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.35% NA	YES NA	17.61% 7.08%	YES YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	69.96%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	7.60%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Star Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

North Star Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

North Star Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
North Summit School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

North Summit School District APR Determination: Needs Assistance

North Summit School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	83.33%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	93.09%	NO	29.82%	NO
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.20% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.20% 88.90%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	22.50% 12.50%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	35.00% 0.00%	YES NO	17.61% 7.08%	YES YES

North Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

North Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	80.95%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	2.38%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	92.86%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

North Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	75.00% 75.00%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 100.00%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 100.00%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

North Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	10.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	90.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

North Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Northern Utah Academy for Math, Engineering, and Science

FFY 2015
Publication Date: May 8, 2017

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

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Northern Utah Academy for Math, Engineering, and Science APR Determination: Meets Requirements

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Northern Utah Academy for Math, Engineering, and Science							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	100.00%	NO	29.82%	NO
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 87.50%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 42.86%	NA YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 80.00%	NA YES	17.61% 7.08%	YES YES

Northern Utah Academy for Math, Engineering, and Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Northern Utah Academy for Math, Engineering, and Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	62.92%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	4.49%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.12%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Northern Utah Academy for Math, Engineering, and Science (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Northern Utah Academy for Math, Engineering, and Science (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Northern Utah Academy for Math, Engineering, and Science (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	100.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Northern Utah Academy for Math, Engineering, and Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Odyssey Charter School

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Odyssey Charter School APR Determination: Meets Requirements

Odyssey Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.30% 91.30%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	31.58% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	23.68% NA	YES NA	17.61% 7.08%	YES YES

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	68.25%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	78.57%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Ogden School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Ogden School District APR Determination: Needs Intervention

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Ogden School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	50.55%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	49.82%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.00% 97.70%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.10% 93.80%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	15.77% 8.14%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	10.50% 8.79%	NO YES	17.61% 7.08%	YES YES

Ogden School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Ogden School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	34.78%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	20.97%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.45%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	26.02%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	39.80%	YES	40.95%	YES

Ogden School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	95.00% 71.43%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	90.59% 57.14%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	96.97% 84.62%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Ogden School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	91.89%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Ogden School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	8.33%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	58.33%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	58.33%	NO	79.46%	NO

Ogden School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Ogden Preparatory Academy

FFY 2015
Publication Date: May 8, 2017

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

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Ogden Preparatory Academy APR Determination: Meets Requirements

Ogden Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.30% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.30% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	16.22% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	6.76% NA	NO NA	17.61% 7.08%	YES YES

Ogden Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Ogden Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	94.79%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	2.08%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	85.71%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Ogden Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Open Classroom

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Open Classroom APR Determination: Needs Intervention

Open Classroom							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	65.70% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	65.70% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	20.83% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	16.67% NA	NO NA	17.61% 7.08%	YES YES

Open Classroom (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Open Classroom (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	57.50%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	15.00%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Open Classroom (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Open Classroom (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	57.14%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Open Classroom (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Open Classroom (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Pacific Heritage Academy

FFY 2015
Publication Date: May 8, 2017

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

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Pacific Heritage Academy APR Determination: Needs Intervention

Pacific Heritage Academy

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
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3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.10% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.10% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	9.09% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	3.03% NA	NO NA	17.61% 7.08%	YES YES

Pacific Heritage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Pacific Heritage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	98.15%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.85%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Pacific Heritage Academy (continued)

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7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Pacific Heritage Academy (continued)

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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.	79.52%	50.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Pacific Heritage Academy (continued)

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13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Pacific Heritage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Paradigm High School

FFY 2015
Publication Date: May 8, 2017

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Paradigm High School APR Determination: Needs Intervention

Paradigm High School							
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3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	43.10% 55.60%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	33.30% 60.00%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	10.00% 13.33%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% 8.33%	NO YES	17.61% 7.08%	YES YES

Paradigm High School (continued)							
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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	0.00%	YES
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	0.00%	YES

Paradigm High School (continued)							
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Paradigm High School (continued)

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7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
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Paradigm High School (continued)

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Park City School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Park City School District APR Determination: Needs Assistance

Park City School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	92.31%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	6.90%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.20% 79.20%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.40% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	32.72% 15.79%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	27.95% 10.71%	YES YES	17.61% 7.08%	YES YES

Park City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Park City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	74.84%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.95%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Park City School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 66.67%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 75.00%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 75.00%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Park City School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	78.79%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Park City School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	20.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	80.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	90.00%	YES	79.46%	NO

Park City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Pinnacle Canyon Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Pinnacle Canyon Academy APR Determination: Needs Intervention

Pinnacle Canyon Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	21.43%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.20% 81.80%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.80% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	3.70% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	3.64% 0.00%	NO NO	17.61% 7.08%	YES YES

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	84.62%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	50.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Pioneer High School for the Performing Arts

FFY 2015
Publication Date: May 8, 2017

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

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Pioneer High School for the Performing Arts APR Determination: Needs Intervention

Pioneer High School for the Performing Arts							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	66.67%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	42.86%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 33.30%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 75.00%	NA NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 0.00%	NA NO	17.61% 7.08%	YES YES

Pioneer High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Pioneer High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Pioneer High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Pioneer High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Pioneer High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Pioneer High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Joel Wright

Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Piute School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Piute School District APR Determination: Needs Intervention

Piute School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 33.30%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 50.00%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.12% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	21.21% 0.00%	YES NO	17.61% 7.08%	YES YES

Piute School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Piute School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	85.07%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	5.97%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	88.89%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	5.56%	YES	40.95%	YES

Piute School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 100.00%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 100.00%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 100.00%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Piute School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	57.14%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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%	0.00%	NO	99.90%	NO
**	State established timeline is 45 school days.						

Piute School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Piute School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Promontory School of Expeditionary Learning

FFY 2015
Publication Date: May 8, 2017

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

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Promontory School of Expeditionary Learning APR Determination: Needs Assistance

Promontory School of Expeditionary Learning							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	84.80% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.10% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	9.76% NA	NO NA	17.61% 7.08%	YES YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	98.25%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Promontory School of Expeditionary Learning (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
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Providence Hall

FFY 2015
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Providence Hall APR Determination: Needs Assistance

Providence Hall							
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3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.40% 88.90%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.20% 78.90%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.42% 18.75%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	13.82% 33.33%	NO YES	17.61% 7.08%	YES YES

Providence Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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Providence Hall (continued)							
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Providence Hall (continued)

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7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
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Providence Hall (continued)

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Providence Hall (continued)

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14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Providence Hall (continued)							
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Joel Wright

Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Provo School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Provo School District APR Determination: Needs Assistance

Provo School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	50.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	42.94%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.70% 89.40%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.50% 91.90%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	17.73% 12.73%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	19.84% 7.69%	YES YES	17.61% 7.08%	YES YES

Provo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Provo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	53.89%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.41%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.07%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	81.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	11.00%	YES	40.95%	YES

Provo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	97.30% 71.05%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	98.25% 62.28%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	95.96% 88.60%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Provo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Provo School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	13.04%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	54.35%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	78.26%	NO	79.46%	NO

Provo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Quest Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Quest Academy APR Determination: Meets Requirements

Quest Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.40% 90.40%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	8.70% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	13.04% NA	NO NA	17.61% 7.08%	YES YES

Quest Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Quest Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	91.26%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	7.77%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Quest Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Quest Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	72.73%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Quest Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Quest Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Ranches Academy

FFY 2015
Publication Date: May 8, 2017

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Ranches Academy APR Determination: Meets Requirements

Ranches Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.90% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	20.93% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	22.73% NA	YES NA	17.61% 7.08%	YES YES

Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.85%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
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Ranches Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Ranches Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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**	State established timeline is 45 school days.						

Ranches Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Reagan Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Reagan Academy APR Determination: Meets Requirements

Reagan Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.10% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.10% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	25.81% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	32.26% NA	YES NA	17.61% 7.08%	YES YES

Reagan Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Reagan Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	84.71%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.18%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Reagan Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Renaissance Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Renaissance Academy APR Determination: Needs Assistance

Renaissance Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.70% 80.10%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	5.41% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	20.00% NA	YES NA	17.61% 7.08%	YES YES

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	63.16%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Rich School District

FFY 2015
Publication Date: May 8, 2017

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

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Rich School District APR Determination: Needs Intervention

Rich School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.00% 85.70%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.00% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	20.00% 0.00%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	30.00% 0.00%	YES NO	17.61% 7.08%	YES YES

Rich School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Rich School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	87.34%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	8.86%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Rich School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 100.00%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 100.00%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA 100.00%	NA YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Rich School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	77.78%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Rich School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

Rich School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Rockwell Charter High School

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Rockwell Charter High School APR Determination: Needs Intervention

Rockwell Charter High School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	91.67%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	21.43%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	67.90% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	64.10% 90.00%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% 0.00%	NO NO	17.61% 7.08%	YES YES

Rockwell Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Rockwell Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	74.44%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.11%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.56%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	20.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	80.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	80.00%	NO	79.46%	NO

Rockwell Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Roots Charter High School

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Roots Charter High School APR Determination: Needs Intervention

Roots Charter High School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 75.00%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 76.90%	NA NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 0.00%	NA NO	17.61% 7.08%	YES YES

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Salt Lake Arts Academy

FFY 2015
Publication Date: May 8, 2017

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

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Salt Lake Arts Academy APR Determination: Meets Requirements

Salt Lake Arts Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.60% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.20% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	21.05% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	38.89% NA	YES NA	17.61% 7.08%	YES YES

Salt Lake Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Salt Lake Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	54.55%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	9.09%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Salt Lake Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Salt Lake Center for Science Education

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Salt Lake Center for Science Education APR Determination: Needs Intervention

Salt Lake Center for Science Education							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	75.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	25.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.70% 66.70%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.70% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	7.14% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	21.43% 50.00%	YES YES	17.61% 7.08%	YES YES

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	0.00%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	100.00%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Salt Lake School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Salt Lake School District APR Determination: Needs Intervention

Salt Lake School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	69.95%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	36.92%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.60% 87.90%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.60% 94.30%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.95% 6.59%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	16.48% 2.73%	NO NO	17.61% 7.08%	YES YES

Salt Lake School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Salt Lake School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	57.05%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	17.96%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.26%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	10.36%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	38.57%	YES	40.95%	YES

Salt Lake School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	81.82% 56.67%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	89.33% 56.67%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	86.08% 65.56%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	67.50%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Salt Lake School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	19.61%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	64.71%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	74.51%	NO	79.46%	NO

Salt Lake School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Salt Lake School for the Performing Arts

FFY 2015
Publication Date: May 8, 2017

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

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Salt Lake School for the Performing Arts APR Determination: Needs Intervention

Salt Lake School for the Performing Arts							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	80.00% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 0.00%	NA NO	17.61% 7.08%	YES YES

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
San Juan School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

San Juan School District APR Determination: Needs Intervention

San Juan School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	80.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	14.28%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.50% 95.70%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.40% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	4.47% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	5.45% 6.67%	NO NO	17.61% 7.08%	YES YES

San Juan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	1.25%	NO	0.00%	YES
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	0.00%	YES

San Juan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	72.21%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	2.45%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	45.83%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	50.00%	NO	40.95%	YES

San Juan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	91.67% 59.26%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	77.78% 55.56%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	94.44% 92.59%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

San Juan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

San Juan School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	14.29%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	42.86%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	57.14%	NO	79.46%	NO

San Juan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Scholar Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Scholar Academy APR Determination: Meets Requirements

Scholar Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	22.58% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	16.13% NA	NO NA	17.61% 7.08%	YES YES

Scholar Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Scholar Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	36.54%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.54%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	70.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Scholar Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Sevier School District

FFY 2015
Publication Date: May 8, 2017

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

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Sevier School District APR Determination: Needs Assistance

Sevier School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	73.91%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	19.15%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.40% 93.00%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.70% 97.60%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	12.88% 5.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	14.50% 4.88%	NO NO	17.61% 7.08%	YES YES

Sevier School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Sevier School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	68.15%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.39%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.19%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	72.22%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	18.52%	YES	40.95%	YES

Sevier School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	92.11% 55.00%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	84.21% 50.00%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	87.88% 67.50%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Sevier School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Sevier School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	25.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	87.50%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	93.75%	YES	79.46%	NO

Sevier School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Soldier Hollow Charter School

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Soldier Hollow Charter School APR Determination: Needs Assistance

Soldier Hollow Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.60% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	83.80% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.18% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	14.29% NA	NO NA	17.61% 7.08%	YES YES

Soldier Hollow Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Soldier Hollow Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	97.78%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	90.91%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Soldier Hollow Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
South Sanpete School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

South Sanpete School District APR Determination: Needs Assistance

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

South Sanpete School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	57.14%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	25.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.90% 96.20%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.40% 96.30%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	22.43% 12.00%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	28.91% 7.69%	YES YES	17.61% 7.08%	YES YES

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

South Sanpete School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	79.03%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	7.60%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.15%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	44.09%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	54.84%	NO	40.95%	YES

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	93.75% 61.76%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	83.33% 55.88%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 85.29%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	78.95%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	30.77%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	76.92%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	92.31%	YES	79.46%	NO

South Sanpete School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
South Summit School District

FFY 2015
Publication Date: May 8, 2017

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

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South Summit School District APR Determination: Needs Assistance

South Summit School District

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	71.43%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	50.00%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.60% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.60% 94.40%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.99% 18.75%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	22.78% 17.65%	YES YES	17.61% 7.08%	YES YES

South Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

South Summit School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	95.42%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	2.61%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	63.64%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	4.55%	YES	40.95%	YES

South Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	100.00% 70.00%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 60.00%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	100.00% 70.00%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

South Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	62.50%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

South Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	80.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	80.00%	NO	79.46%	NO

South Summit School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
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Annual Performance Report on Utah's State Performance Plan
Spectrum Academy

FFY 2015
Publication Date: May 8, 2017

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

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Spectrum Academy APR Determination: Needs Intervention

Spectrum Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	25.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	26.67%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	84.90% 91.40%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	81.90% 87.50%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	20.27% 40.63%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	11.70% 34.29%	NO YES	17.61% 7.08%	YES YES

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	73.25%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	13.99%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.25%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	33.33%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	33.33%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	66.67%	NO	79.46%	NO

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Success Academy

FFY 2015
Publication Date: May 8, 2017

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

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Success Academy APR Determination: Needs Intervention

Success Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Success Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Success Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Success Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Success Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	0.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Success Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	33.33%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	33.33%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	66.67%	NO	79.46%	NO

Success Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Summit Academy

FFY 2015
Publication Date: May 8, 2017

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Summit Academy APR Determination: Meets Requirements

Summit Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.00% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.40% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.89% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	17.36% NA	NO NA	17.61% 7.08%	YES YES

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.27%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
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Summit Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Summit Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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**	State established timeline is 45 school days.						

Summit Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
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14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
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Annual Performance Report on Utah's State Performance Plan
Summit Academy High School

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Summit Academy High School APR Determination: Needs Assistance

Summit Academy High School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	85.71%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	37.50%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 93.30%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 92.90%	NA NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 14.29%	NA YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 30.77%	NA YES	17.61% 7.08%	YES YES

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	2.00%	NO	0.00%	YES
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	0.00%	YES

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	84.75%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	73.33%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Syracuse Arts Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Syracuse Arts Academy APR Determination: Meets Requirements

Syracuse Arts Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.20% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.50% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.96% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	21.60% NA	YES NA	17.61% 7.08%	YES YES

Syracuse Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Syracuse Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	81.33%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	1.20%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	87.50%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Syracuse Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Terra Academy

FFY 2015
Publication Date: May 8, 2017

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Terra Academy APR Determination: Needs Intervention

Terra Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	82.40% 50.00%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	82.40% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	22.22% 0.00%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	23.53% 0.00%	YES NO	17.61% 7.08%	YES YES

Terra Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Terra Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	71.64%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	8.96%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.49%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	100.00%	NO	40.95%	YES

Terra Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Terra Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	NO
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**	State established timeline is 45 school days.						

Terra Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Terra Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Thomas Edison APR Determination: Needs Assistance

Thomas Edison							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.60% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.50% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.60% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	20.16% NA	YES NA	17.61% 7.08%	YES YES

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	52.00%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	4.57%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	72.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Thomas Edison (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Timpanogos Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Timpanogos Academy APR Determination: Needs Intervention

Timpanogos Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	30.30% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	30.30% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	21.05% 21.05%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	31.58% NA	YES NA	17.61% 7.08%	YES YES

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	65.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.67%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	84.21%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Tintic School District

FFY 2015
Publication Date: May 8, 2017

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

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Tintic School District APR Determination: Needs Intervention

Tintic School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	60.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	40.00%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	8.33% 33.33%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	8.33% 0.00%	NO NO	17.61% 7.08%	YES YES

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	84.38%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	9.38%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	60.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	40.00%	YES	40.95%	YES

Tintic School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Tintic School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Tintic School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Tooele School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Tooele School District APR Determination: Needs Intervention

Tooele School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	78.57%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	27.05%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.60% 89.20%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.80% 95.80%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	11.73% 7.14%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	13.26% 6.25%	NO NO	17.61% 7.08%	YES YES

Tooele School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Tooele School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	54.83%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	12.91%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.32%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	18.22%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	80.89%	NO	40.95%	YES

Tooele School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	94.67% 54.76%	YES YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	90.91% 55.95%	YES YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	94.03% 69.05%	YES YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Tooele School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Tooele School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	13.33%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	60.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	75.56%	NO	79.46%	NO

Tooele School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Tuacahn High School for the Performing Arts

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Tuacahn High School for the Performing Arts APR Determination: Needs Assistance

Tuacahn High School for the Performing Arts							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	75.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	66.67%	NO	29.82%	NO
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 85.70%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 94.40%	NA NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 8.33%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 0.00%	NA NO	17.61% 7.08%	YES YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	63.64%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Tuacahn High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	100.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Uintah School District

FFY 2015
Publication Date: May 8, 2017

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

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Uintah School District APR Determination: Needs Intervention

Uintah School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	51.22%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	50.98%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.20% 96.30%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.20% 96.80%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.35% 3.85%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.53% 6.67%	NO NO	17.61% 7.08%	YES YES

Uintah School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.24%	NO	0.00%	YES
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%	1.00%	NO	0.00%	YES

Uintah School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	61.35%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	14.53%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	8.50%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	85.83%	NO	40.95%	YES

Uintah School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	90.41% 69.77%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	96.43% 39.53%	YES NO	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	90.77% 81.40%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Uintah School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Uintah School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	44.44%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	44.44%	NO	79.46%	NO

Uintah School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Uintah River High

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Uintah River High APR Determination: Needs Intervention

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Uintah River High							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	28.57%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 0.00%	NA NO	17.61% 7.08%	YES YES

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	25.00%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	62.50%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Uintah River High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Uintah River High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	0.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Uintah River High (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	50.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	50.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	50.00%	NO	79.46%	NO

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Utah Career Path High School

FFY 2015
Publication Date: May 8, 2017

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

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Utah Career Path High School APR Determination: Needs Assistance

Utah Career Path High School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	69.23%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 85.70%	NA NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA 0.00%	NA NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA 16.67%	NA YES	17.61% 7.08%	YES YES

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Utah Career Path High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Career Path High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Utah Career Path High School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	50.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Utah Connections Academy

FFY 2015
Publication Date: May 8, 2017

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Utah Connections Academy APR Determination: Needs Intervention

Utah Connections Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	30.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	60.00%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	53.10% 20.00%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	55.20% 50.00%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	4.35% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	16.67% 50.00%	NO YES	17.61% 7.08%	YES YES

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	10.26%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	50.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Utah Connections Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Connections Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	94.44%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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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	99.90%	NO
**	State established timeline is 45 school days.						

Utah Connections Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
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14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	100.00%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	100.00%	YES	79.46%	NO

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Utah County Academy of Science (UCAS)

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Utah County Academy of Science (UCAS) APR Determination: Needs Assistance

Utah County Academy of Science (UCAS)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Utah County Academy of Science (UCAS) (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Utah County Academy of Science (UCAS) (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Utah County Academy of Science (UCAS) (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah County Academy of Science (UCAS) (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	0.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Utah County Academy of Science (UCAS) (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Utah County Academy of Science (UCAS) (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Utah International Charter School

FFY 2015
Publication Date: May 8, 2017

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Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Utah International Charter School APR Determination: Needs Intervention

Utah International Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	66.67%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% 16.67%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% 0.00%	NO NO	17.61% 7.08%	YES YES

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	70.59%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.76%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Utah International Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah International Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Utah International Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	71.40%	NO	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
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Utah Military Academy APR Determination: Needs Intervention

Utah Military Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 81.80%	YES NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.80% 72.70%	YES NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	3.03% 12.50%	NO YES	17.61% 7.08%	YES YES

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
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5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	50.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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**	State established timeline is 45 school days.						

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	0.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	0.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	0.00%	NO	79.46%	NO

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
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Lorraine Austin, Board Secretary

Annual Performance Report on Utah's State Performance Plan
Utah Schools for the Deaf and Blind

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Utah Schools for the Deaf and Blind APR Determination: Needs Intervention

Utah Schools for the Deaf and Blind							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	0.00%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	38.89%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.50% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.90% 90.90%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	1.89% 100.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	3.85% 10.00%	NO YES	17.61% 7.08%	YES YES

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	0.70%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	21.83%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	71.13%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	100.00%	NO	40.95%	YES

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	80.56% 59.52%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	86.11% 59.52%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	88.24% 66.67%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	88.89%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	54.50%	NO	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Utah Virtual Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Utah Virtual Academy APR Determination: Needs Intervention

Utah Virtual Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	35.71%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	71.14%	NO	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	59.20% 69.00%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	59.90% 70.60%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	7.87% 25.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	5.49% 4.17%	NO NO	17.61% 7.08%	YES YES

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	75.72%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	11.23%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Utah Virtual Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Virtual Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	80.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Utah Virtual Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	20.00%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	66.67%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	73.33%	NO	79.46%	NO

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Valley Academy

FFY 2015
Publication Date: May 8, 2017

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

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Valley Academy APR Determination: Needs Assistance

Valley Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.10% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.70% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	7.14% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	7.69% NA	NO NA	17.61% 7.08%	YES YES

Valley Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Valley Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	88.89%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Valley Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Valley Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	46.15%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
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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	99.90%	NO
**	State established timeline is 45 school days.						

Valley Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Valley Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Vanguard Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Vanguard Academy APR Determination: Needs Intervention

Vanguard Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	0.00% 20.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	0.00% 0.00%	NO NO	17.61% 7.08%	YES YES

Vanguard Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Vanguard Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	0.00%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	44.44%	NO	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Vanguard Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Venture Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Venture Academy APR Determination: Needs Assistance

Venture Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	80.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	11.11%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.10% 82.40%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.40% 94.40%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.63% 0.00%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	17.07% 5.88%	NO NO	17.61% 7.08%	YES YES

Venture Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Venture Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	92.59%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.93%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Venture Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Venture Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Venture Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Venture Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Vista at Entrada School of Performing Arts and Technology

FFY 2015
Publication Date: May 8, 2017

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

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Vista at Entrada School of Performing Arts and Technology APR Determination: Needs Assistance

Vista at Entrada School of Performing Arts and Technology							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.00% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.90% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.33% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	11.86% NA	NO NA	17.61% 7.08%	YES YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	70.59%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	3.53%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Vista at Entrada School of Performing Arts and Technology (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	70.59%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Voyage Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Voyage Academy APR Determination: Meets Requirements

Voyage Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	18.42% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	24.32% NA	YES NA	17.61% 7.08%	YES YES

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	93.75%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	90.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Walden School of Liberal Arts

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Walden School of Liberal Arts APR Determination: Needs Assistance

Walden School of Liberal Arts							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	100.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	77.40% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	76.40% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	20.59% 25.00%	YES YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.63% 25.00%	NO YES	17.61% 7.08%	YES YES

Walden School of Liberal Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Walden School of Liberal Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	96.10%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	80.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Walden School of Liberal Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Wallace Stegner Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Wallace Stegner Academy APR Determination: NA

Wallace Stegner Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	NA	NA	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	NA	NA	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wallace Stegner Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Wallace Stegner Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Wasatch School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Wasatch School District APR Determination: Needs Intervention

Wasatch School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	79.17%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	29.03%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.40% 87.20%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.70% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	14.47% 7.32%	NO NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	15.16% 3.92%	NO NO	17.61% 7.08%	YES YES

Wasatch School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Wasatch School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	68.30%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.83%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.35%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	48.86%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	51.14%	NO	40.95%	YES

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	83.87% 45.71%	NO NO	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	76.67% 42.86%	NO NO	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	79.31% 54.29%	NO NO	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	77.27%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	27.27%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	72.73%	YES	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	81.81%	NO	79.46%	NO

Wasatch School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Wasatch Peak Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Wasatch Peak Academy APR Determination: Meets Requirements

Wasatch Peak Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.70% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	46.43% NA	YES NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	50.00% NA	YES NA	17.61% 7.08%	YES YES

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	91.43%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.86%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wasatch Peak Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	70.00%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Wasatch Peak Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Wasatch Waldorf Charter School

FFY 2015
Publication Date: May 8, 2017

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

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Wasatch Waldorf Charter School APR Determination: NA

Wasatch Waldorf Charter School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	NA	NA	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	NA	NA	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wasatch Waldorf Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Wasatch Waldorf Charter School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Washington School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Washington School District APR Determination: Needs Assistance

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500

Washington School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	68.10%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	24.55%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.80% 88.10%	NO NO	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.40% 94.20%	NO NO	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	15.44% 10.00%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	18.28% 10.09%	YES YES	17.61% 7.08%	YES YES

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	64.27%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	10.77%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.40%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	65.76%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	25.04%	YES	40.95%	YES

Washington School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	85.83% 58.23%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	84.62% 46.84%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	85.71% 62.03%	NO NO	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Washington School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	75.51%	NO	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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%	99.00%	NO	99.90%	NO
**	State established timeline is 45 school days.						

Washington School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	14.29%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	69.84%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	81.81%	NO	79.46%	NO

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Wayne School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Wayne School District APR Determination: Needs Intervention

Wayne School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	80.00%	YES	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	0.00%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.20% 100.00%	NO YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.50% 100.00%	NO YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	22.22% 0.00%	YES NO	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	25.93% 0.00%	YES NO	17.61% 7.08%	YES YES

Wayne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Wayne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	69.01%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	5.63%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.63%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	87.50%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Wayne School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	50.00% 50.00%	NO NO	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	100.00% 0.00%	YES NO	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	50.00% 50.00%	NO NO	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wayne School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Wayne School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	50.00%	YES	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	50.00%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	90.48%	YES	79.46%	NO

Wayne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Weber School District

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Weber School District APR Determination: Needs Intervention

Weber School District							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	66.96%	NO	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	26.42%	YES	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.10% 95.80%	YES YES	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.00% 97.70%	YES YES	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.33% 9.09%	NO YES	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	14.40% 5.41%	NO NO	17.61% 7.08%	YES YES

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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%	0.03%	NO	0.00%	YES
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	0.00%	YES

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	48.00%	NO	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	8.74%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.52%	NO	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	22.74%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	67.24%	NO	40.95%	YES

Weber School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	82.54% 61.25%	NO YES	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	81.54% 60.63%	NO YES	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	88.07% 75.00%	NO YES	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Weber School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Weber School District (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was 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	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	15.15%	NO	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	56.06%	NO	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	74.24%	NO	79.46%	NO

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Weber State University Charter Academy

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Weber State University Charter Academy APR Determination: Meets Requirements

Weber State University Charter Academy							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	100.00%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	0.00%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	100.00%	YES	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	0.00%	YES	40.95%	YES

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Weber State University Charter Academy (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	100.00%	YES	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Weilenmann School of Discovery

FFY 2015
Publication Date: May 8, 2017

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

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed at: http://schools.utah.gov/sars/Data/Performance/Reports.aspx

Weilenmann School of Discovery APR Determination: Needs Intervention

Weilenmann School of Discovery							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.30% NA	NO NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.30% NA	NO NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	13.64% NA	NO NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	18.18% NA	YES NA	17.61% 7.08%	YES YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	73.47%	YES	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	6.12%	YES	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	0.00%	NO	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	100.00%	NO	40.95%	YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Weilenmann School of Discovery (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Annual Performance Report on Utah's State Performance Plan
Winter Sports School

FFY 2015
Publication Date: May 8, 2017

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

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Winter Sports School APR Determination: Meets Requirements

Winter Sports School							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	69.59%	NA	NA	67.93%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	37.90%	NA	NA	29.82%	YES
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	94.00% 88.49%	NO NO
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	93.55% 93.36%	NO NO
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	15.48% 8.50%	NA NA	NA NA	15.48% 8.50%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.60% 7.08%	NA NA	NA NA	17.61% 7.08%	YES YES

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
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	0.00%	YES
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	0.00%	YES

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.66%	NA	NA	60.45%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.43%	NA	NA	11.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.49%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.42%	NA	NA	35.37%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.36%	NA	NA	40.95%	YES

Winter Sports School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.92% 2) 51.60%	NA NA	NA NA	88.21% 59.03%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.36% 2) 45.19%	NA NA	NA NA	87.21% 52.69%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 91.10% 2) 63.37%	NA NA	NA NA	88.98% 71.43%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Winter Sports School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 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.	79.52%	NA	NA	79.52%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, 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%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.28%	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	99.90%	NO
**	State established timeline is 45 school days.						

Winter Sports School (continued)

#	Indicator	Measurement	FFY 2015 State Target	FFY 2015 LEA Data	LEA Met FFY 2015 Target	FFY 2015 State Data	State Met FFY 2015 Target
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	93.11%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	26.00%	NA	NA	19.35%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	72.67%	NA	NA	64.63%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	87.83%	NA	NA	79.46%	NO

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2015 State Target**	**FFY 2015 LEA Data**	**LEA Met FFY 2015 Target**	**FFY 2015 State Data**	**State Met FFY 2015 Target**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						