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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Academy for Math Engineering & Science APR Determination: Meets Requirements

Academy for Math Engineering & Science							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	14.29%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	92.84% 88.28%	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.	17.40% 11.71%	NA 20.00%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 20.00%	NA YES	17.88% 4.80%	YES YES

Academy for Math Engineering & Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Academy for Math Engineering & Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Academy for Math Engineering & Science (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 & Science (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Academy for Math Engineering & Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Academy for Math Engineering & Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Alpine School District APR Determination: Needs Assistance

Alpine School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	75.20%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	15.90%	YES	25.80%	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%	93.27% 95.09%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.11% 90.95%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	20.52% 12.36%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	20.64% 7.33%	YES YES	17.88% 4.80%	YES YES

Alpine School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.06%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.08%	NO	0.14%	NO

Alpine School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	68.84%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	7.45%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.32%	NO	2.67%	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.	36.32%	43.53%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	41.09%	YES	28.50%	YES

Alpine School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	97.73% 57.05%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	97.19% 51.71%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	97.25% 61.75%	YES NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	85.71%	YES	78.35%	NO
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%	99.03%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Alpine School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	13.33%	NO	39.71%	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;	29.00%	16.28%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	64.53%	NO	67.60%	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.	96.83%	87.79%	NO	84.37%	NO

Alpine School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
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American Academy of Innovation APR Determination: Needs Assistance

American Academy of Innovation

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	65.22% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	64.00% 71.43%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	26.67% 33.33%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	12.50% 0.00%	NO NO	17.88% 4.80%	YES YES

American Academy of Innovation (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

American Academy of Innovation (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	84.91%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.89%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

American Academy of Innovation (continued)

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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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

American Academy of Innovation (continued)

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14	**Post-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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

American Academy of Innovation (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
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American Leadership Academy

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American Leadership Academy APR Determination: Meets Requirements

American Leadership Academy

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2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	6.25%	YES	25.80%	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%	94.07% 96.43%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.48% 96.55%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	16.54% 29.63%	NO YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.26% 14.29%	NO YES	17.88% 4.80%	YES YES

American Leadership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

American Leadership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	81.32%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.11%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	80.95%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	25.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	87.50%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

American Leadership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

American Preparatory Academy APR Determination: Needs Intervention

American Preparatory Academy

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	50.00%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	35.71%	NO	25.80%	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%	95.33% 94.74%	YES NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.77% 90.48%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	19.02% 33.33%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.57% 5.26%	NO YES	17.88% 4.80%	YES YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

American Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.84%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.09%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	37.50%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	62.50%	NO	67.60%	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.	96.83%	87.50%	NO	84.37%	NO

American Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Ascent Academies of Utah APR Determination: Meets Requirements

Ascent Academies of Utah							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.42% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.42% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	17.90% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.47% NA	NO NA	17.88% 4.80%	YES YES

Ascent Academies of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Ascent Academies of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	86.22%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.85%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Ascent Academies of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Athenian eAcademy APR Determination: Needs Intervention

Athenian eAcademy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	66.67%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	50.00%	NO	25.80%	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%	76.00% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	76.00% 0.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	26.32% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	23.68% NA	YES NA	17.88% 4.80%	YES YES

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	2.48%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	2.48%	NO	0.14%	NO

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	84.68%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	25.00%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	41.67%	NO	28.50%	YES

Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	50.00%	NO	78.35%	NO
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%	50.00%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Athlos Academy of Utah APR Determination: Meets Requirements

Athlos Academy of Utah							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	88.78% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.66% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	11.49% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	10.47% NA	NO NA	17.88% 4.80%	YES YES

Athlos Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Athlos Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	65.41%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.76%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.75%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Athlos Academy of Utah (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Athlos Academy of Utah (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Athlos Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Bear River Charter School APR Determination: Meets Requirements

Bear River Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.65% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.65% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	18.18% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	22.73% NA	YES NA	17.88% 4.80%	YES YES

Bear River Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Bear River Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	80.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Bear River Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Beaver School District APR Determination: Needs Assistance

Beaver School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	84.62%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.50% 93.33%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	30.48% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	32.38% 0.00%	YES NO	17.88% 4.80%	YES YES

Beaver School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.45%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.57%	NO	0.14%	NO

Beaver School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	90.40%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.54%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Beaver School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	100.00% 100.00%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 63.64%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 100.00%	YES YES	89.86% 70.52%	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.						

Beaver School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	60.00%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Beaver School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	23.08%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	53.85%	NO	67.60%	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.	96.83%	92.31%	NO	84.37%	NO

Beaver School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Beehive Science & Technology Academy APR Determination: Needs Intervention

Beehive Science & Technology Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	33.33%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	89.66% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.66% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	15.38% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	26.92% 50.00%	YES YES	17.88% 4.80%	YES YES

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	86.67%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.22%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Beehive Science & Technology Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	75.00%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Bonneville Academy APR Determination: Needs Assistance

Bonneville Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	81.69% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	81.94% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	15.52% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	13.56% NA	NO NA	17.88% 4.80%	YES YES

Bonneville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Bonneville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	83.72%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	10.47%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Bonneville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Bonneville Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	57.89%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Bonneville Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Bonneville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Box Elder School District APR Determination: Needs Intervention

Box Elder School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	67.78%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	39.83%	NO	25.80%	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%	97.63% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.62% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	13.78% 5.08%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	15.12% 5.77%	NO YES	17.88% 4.80%	YES YES

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	53.88%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	17.80%	NO	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	29.93%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	47.96%	NO	28.50%	YES

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	88.89% 69.33%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	88.73% 52.00%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	82.35% 74.67%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	80.00%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	93.55%	NO	99.62%	NO
**	State established timeline is 45 school days.						

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	77.78%	NO	39.71%	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;	29.00%	10.53%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	55.26%	NO	67.60%	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.	96.83%	73.68%	NO	84.37%	NO

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Cache School District APR Determination: Needs Assistance

Cache School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	79.83%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	15.33%	YES	25.80%	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%	95.24% 97.64%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.22% 88.73%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	24.43% 10.48%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	28.95% 6.35%	YES YES	17.88% 4.80%	YES YES

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	68.50%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	7.19%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.29%	YES	2.67%	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.	36.32%	20.90%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	9.96%	YES	28.50%	YES

Cache School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	79.47% 60.77%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	73.40% 42.58%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	88.03% 75.60%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Cache School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	36.59%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	82.93%	YES	67.60%	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.	96.83%	92.68%	NO	84.37%	NO

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Canyon Grove Academy APR Determination: Needs Assistance

Canyon Grove Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	65.00% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	65.00% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	15.38% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	15.38% NA	NO NA	17.88% 4.80%	YES YES

Canyon Grove Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Canyon Grove Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.18%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	66.67%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Canyon Grove Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Canyon Rim Academy APR Determination: Meets Requirements

Canyon Rim Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	87.18% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.18% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	38.24% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	35.29% NA	YES NA	17.88% 4.80%	YES YES

Canyon Rim Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Canyon Rim Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	84.91%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.77%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Canyon Rim Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Canyons School District APR Determination: Needs Intervention

Canyons School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	68.59%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	29.33%	YES	25.80%	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%	93.81% 95.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.50% 90.21%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	23.12% 13.40%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	23.48% 2.83%	YES NO	17.88% 4.80%	YES YES

Canyons School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.23%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.82%	NO	0.14%	NO

Canyons School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	48.85%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	16.60%	NO	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.61%	NO	2.67%	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.	36.32%	33.66%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	34.26%	YES	28.50%	YES

Canyons School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	73.91% 45.37%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	74.62% 32.68%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	71.43% 57.56%	NO NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	81.40%	YES	78.35%	NO
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%	91.20%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Canyons School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	14.29%	NO	39.71%	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;	29.00%	16.36%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	54.55%	NO	67.60%	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.	96.83%	74.55%	NO	84.37%	NO

Canyons School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Capstone Classical Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Capstone Classical Academy APR Determination: Meets Requirements

Capstone Classical Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.67% 50.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	16.67% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	9.09% 0.00%	NO NO	17.88% 4.80%	YES YES

Capstone Classical Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Capstone Classical Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Capstone Classical Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Capstone Classical Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Capstone Classical Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Capstone Classical Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Carbon School District APR Determination: Needs Assistance

Carbon School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	78.79%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	14.29%	YES	25.80%	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%	93.09% 97.73%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.00% 88.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	19.14% 2.33%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	20.16% 0.00%	YES NO	17.88% 4.80%	YES YES

Carbon School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Carbon School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	85.71%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.26%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	7.14%	NO	2.67%	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.	36.32%	71.32%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	25.58%	YES	28.50%	YES

Carbon School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	83.78% 43.59%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	92.11% 43.59%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	84.38% 66.67%	NO NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	68.42%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Carbon School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	35.71%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	85.71%	YES	67.60%	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.	96.83%	92.86%	NO	84.37%	NO

Carbon School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Channing Hall APR Determination: Meets Requirements

Channing Hall							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.30% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	21.15% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	23.08% NA	YES NA	17.88% 4.80%	YES YES

Channing Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Channing Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	90.63%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.13%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	40.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Channing Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Channing Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Channing Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

City Academy APR Determination: Needs Assistance

City Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	50.00%	NO	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.71% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	28.57% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	50.00% 0.00%	YES NO	17.88% 4.80%	YES YES

City Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

City Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	46.88%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.13%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

City Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	85.71%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

City Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	33.33%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

City Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

CS Lewis Academy APR Determination: Meets Requirements

CS Lewis Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	96.67% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.67% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	13.79% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	20.69% NA	YES NA	17.88% 4.80%	YES YES

CS Lewis Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

CS Lewis Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	85.71%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

CS Lewis Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Daggett School District APR Determination: Needs Intervention

Daggett School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	0.00%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	100.00%	NO	25.80%	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%	88.89% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.89% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	37.50% 16.67%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	25.00% 16.67%	YES YES	17.88% 4.80%	YES YES

Daggett School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Daggett School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	48.00%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Daggett School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	61.11%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Daggett School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Daggett School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

DaVinci Academy APR Determination: Needs Intervention

DaVinci Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	84.62%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	14.29%	YES	25.80%	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%	78.15% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	75.63% 62.50%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	11.83% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.44% 0.00%	NO NO	17.88% 4.80%	YES YES

DaVinci Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

DaVinci Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	62.13%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.37%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	11.11%	NO	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	30.77%	NO	67.60%	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.	96.83%	61.54%	NO	84.37%	NO

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Davis School District APR Determination: Needs Intervention

Davis School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	75.89%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	17.84%	YES	25.80%	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%	93.90% 98.46%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.86% 86.62%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	19.09% 14.42%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	19.30% 4.95%	YES YES	17.88% 4.80%	YES YES

Davis School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Davis School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	56.77%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	12.68%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.77%	YES	2.67%	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.	36.32%	37.18%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	19.07%	YES	28.50%	YES

Davis School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	84.97% 62.03%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	82.49% 43.05%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	86.91% 74.06%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	78.18%	NO	78.35%	NO
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%	93.22%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Davis School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	68.25%	NO	39.71%	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;	29.00%	18.79%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	68.46%	NO	67.60%	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.	96.83%	82.55%	NO	84.37%	NO

Davis School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Dixie Montessori Academy APR Determination: Needs Assistance

Dixie Montessori Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	91.84% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.84% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	13.33% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	4.44% NA	NO NA	17.88% 4.80%	YES YES

Dixie Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Dixie Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	98.41%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.59%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Dixie Montessori Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 Montessori Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	75.00%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Dixie Montessori Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Dixie Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Dual Immersion Academy APR Determination: Needs Assistance

Dual Immersion Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	4.00% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	4.00% NA	NO NA	17.88% 4.80%	YES YES

Dual Immersion Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Dual Immersion Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	88.89%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.56%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	86.66%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Dual Immersion Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Duchesne School District APR Determination: Needs Intervention

Duchesne School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	64.29%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	43.55%	NO	25.80%	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%	94.25% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.08% 92.86%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	15.49% 13.95%	NO YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	13.75% 5.13%	NO YES	17.88% 4.80%	YES YES

Duchesne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.13%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.16%	NO	0.14%	NO

Duchesne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	60.42%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.98%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.84%	NO	2.67%	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.	36.32%	25.49%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	73.20%	NO	28.50%	YES

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	82.93% 50.98%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	86.27% 31.37%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	89.74% 74.51%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	84.62%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	6.25%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	53.13%	NO	67.60%	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.	96.83%	71.88%	NO	84.37%	NO

Duchesne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Early Light Academy at Daybreak APR Determination: Meets Requirements

Early Light Academy at Daybreak							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	94.53% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.53% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	33.88% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	28.93% NA	YES NA	17.88% 4.80%	YES YES

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.33%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	76.19%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Early Light Academy at Daybreak (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

East Hollywood High APR Determination: Needs Assistance

East Hollywood High

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	66.67%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	38.24%	NO	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 91.67%	NA NO	92.84% 88.28%	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.	17.40% 11.71%	NA 0.00%	NA NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 0.00%	NA NO	17.88% 4.80%	YES YES

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	1.41%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.89%	NO	0.14%	NO

East Hollywood High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	77.94%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.47%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	14.29%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	57.14%	NO	67.60%	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.	96.83%	71.43%	NO	84.37%	NO

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Edith Bowen Laboratory School APR Determination: Needs Assistance

Edith Bowen Laboratory School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	92.11% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.11% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	45.71% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	42.86% NA	YES NA	17.88% 4.80%	YES YES

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	85.19%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	66.66%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Emery School District APR Determination: Needs Assistance

Emery School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	89.47%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	29.17%	YES	25.80%	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%	98.33% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.33% 93.33%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	17.02% 3.57%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	19.57% 7.14%	YES YES	17.88% 4.80%	YES YES

Emery School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Emery School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	67.42%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	4.76%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	31.87%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	68.13%	NO	28.50%	YES

Emery School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	96.55% 75.00%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	93.10% 65.63%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 93.75%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Emery School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	62.50%	NO	67.60%	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.	96.83%	87.50%	NO	84.37%	NO

Emery School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Endeavor Hall APR Determination: Meets Requirements

Endeavor Hall							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	2.27% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	6.67% NA	NO NA	17.88% 4.80%	YES YES

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Endeavor Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	57.14%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	6.35%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Endeavor Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Entheos Academy APR Determination: Needs Assistance

Entheos Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.60% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.60% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	4.60% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	4.60% NA	NO NA	17.88% 4.80%	YES YES

Entheos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	2.63%	NO	0.14%	NO

Entheos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.26%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.91%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	94.11%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Entheos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Esperanza School APR Determination: Meets Requirements

Esperanza School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	7.32% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	4.88% NA	NO NA	17.88% 4.80%	YES YES

Esperanza School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Esperanza School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	96.36%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Esperanza School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Esperanza School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Esperanza School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Excelsior Academy APR Determination: Meets Requirements

Excelsior Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	90.10% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.38% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	14.29% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.89% NA	NO NA	17.88% 4.80%	YES YES

Excelsior Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Excelsior Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.79%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.05%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	93.75%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Excelsior Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Fast Forward High APR Determination: Needs Assistance

Fast Forward High							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	92.86%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	26.67%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	92.84% 88.28%	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.	17.40% 11.71%	NA 6.25%	NA NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 0.00%	NA NO	17.88% 4.80%	YES YES

Fast Forward High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Fast Forward High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	52.31%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Fast Forward High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Fast Forward High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	7.14%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	78.57%	NO	67.60%	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.	96.83%	85.71%	NO	84.37%	NO

Fast Forward High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Franklin Discovery Academy APR Determination: Meets Requirements

Franklin Discovery Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	89.36% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.13% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	11.90% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	9.76% NA	NO NA	17.88% 4.80%	YES YES

Franklin Discovery Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Franklin Discovery Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	70.67%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.33%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Franklin Discovery Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 Discovery Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Franklin Discovery Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Franklin Discovery Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Freedom Preparatory Academy APR Determination: Needs Assistance

Freedom Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	90.38% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.38% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	18.09% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	19.15% 0.00%	YES NO	17.88% 4.80%	YES YES

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.64%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.28%	NO	0.14%	NO

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.06%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	90.91%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Garfield School District APR Determination: Needs Intervention

Garfield School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	83.33%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	11.11%	YES	25.80%	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% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.10% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	19.40% 16.67%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	20.90% 0.00%	YES NO	17.88% 4.80%	YES YES

Garfield School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Garfield School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	82.57%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.83%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	88.89%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	11.11%	YES	28.50%	YES

Garfield School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	100.00% 100.00%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 100.00%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 75.00%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	52.38%	NO	78.35%	NO
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%	78.57%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Garfield School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	16.67%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	83.33%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Garfield School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
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Gateway Preparatory Academy APR Determination: Meets Requirements

Gateway Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	77.32% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	77.32% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	18.67% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	13.33% NA	NO NA	17.88% 4.80%	YES YES

Gateway Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Gateway Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.06%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.69%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Gateway Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

George Washington Academy APR Determination: Meets Requirements

George Washington Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	94.44% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	72.22% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	47.06% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	51.28% NA	YES NA	17.88% 4.80%	YES YES

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

George Washington Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	86.49%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	9.46%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	77.78%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

George Washington Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Good Foundations Academy APR Determination: Meets Requirements

Good Foundations Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.44% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	25.64% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	10.53% NA	NO NA	17.88% 4.80%	YES YES

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	78.08%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	9.59%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	50.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Grand School District APR Determination: Needs Intervention

Grand School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	40.00%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	50.00%	NO	25.80%	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%	99.23% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.69% 95.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	12.40% 11.11%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	7.09% 0.00%	NO NO	17.88% 4.80%	YES YES

Grand School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Grand School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	56.77%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	6.25%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.56%	YES	2.67%	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.	36.32%	41.67%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	54.17%	NO	28.50%	YES

Grand School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	80.00% 35.29%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	68.75% 29.41%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 70.59%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	77.27%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Grand School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	33.33%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	33.33%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Grand School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Granite School District APR Determination: Needs Intervention

Granite School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	60.23%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	39.40%	NO	25.80%	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%	95.61% 98.67%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.58% 91.42%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	12.17% 7.03%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	13.28% 2.14%	NO NO	17.88% 4.80%	YES YES

Granite School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.19%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.61%	NO	0.14%	NO

Granite School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	61.38%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	9.18%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.12%	NO	2.67%	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.	36.32%	60.15%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	25.76%	YES	28.50%	YES

Granite School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	90.14% 52.03%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	90.18% 52.03%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	89.27% 64.83%	NO NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	61.29%	NO	78.35%	NO
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%	93.33%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	99.47%	NO	99.62%	NO
**	State established timeline is 45 school days.						

Granite School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	17.98%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	61.80%	NO	67.60%	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.	96.83%	83.15%	NO	84.37%	NO

Granite School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Greenwood Charter School APR Determination: Meets Requirements

Greenwood Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	97.78% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.78% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	11.36% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	2.27% NA	NO NA	17.88% 4.80%	YES YES

Greenwood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Greenwood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	93.65%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	4.76%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Greenwood Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Greenwood Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Greenwood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Guadalupe School APR Determination: Meets Requirements

Guadalupe School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	0.00% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	0.00% NA	NO NA	17.88% 4.80%	YES YES

Guadalupe School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Guadalupe School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	93.33%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	6.67%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Guadalupe School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Hawthorn Academy APR Determination: Meets Requirements

Hawthorn Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.28% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.49% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	15.70% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.50% NA	NO NA	17.88% 4.80%	YES YES

Hawthorn Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Hawthorn Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	88.14%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.69%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Hawthorn Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Highmark Charter School APR Determination: Needs Assistance

Highmark Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	97.96% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.96% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	25.00% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	18.75% NA	YES NA	17.88% 4.80%	YES YES

Highmark Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Highmark Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	77.78%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.17%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Highmark Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	91.66%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Highmark Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Highmark Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Ignite Entreprenuership Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Ignite Entreprenuership Academy APR Determination: Meets Requirements

Ignite Entreprenuership Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	89.74% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.74% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	5.71% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	0.00% NA	NO NA	17.88% 4.80%	YES YES

Ignite Entreprenuership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Ignite Entreprenuership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.50%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.57%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Ignite Entreprenuership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Ignite Entreprenuership Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Ignite Entreprenuership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Ignite Entreprenuership Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Intech Collegiate High School APR Determination: Meets Requirements

Intech Collegiate High School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	92.84% 88.28%	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.	17.40% 11.71%	NA 77.78%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 33.33%	NA YES	17.88% 4.80%	YES YES

Intech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	4.35%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Intech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	76.19%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.76%	NO	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Intech Collegiate High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Intech Collegiate High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Intech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Iron School District APR Determination: Needs Intervention

Iron School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	62.92%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	28.43%	YES	25.80%	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%	93.93% 96.61%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.93% 92.54%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	15.73% 10.53%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	15.95% 1.61%	NO NO	17.88% 4.80%	YES YES

Iron School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.76%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.69%	NO	0.14%	NO

Iron School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	71.68%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	10.40%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.57%	YES	2.67%	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.	36.32%	66.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	34.00%	YES	28.50%	YES

Iron School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	88.24% 67.37%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	82.42% 55.79%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	91.89% 83.16%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	78.05%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Iron School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	17.86%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	71.43%	NO	67.60%	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.	96.83%	89.29%	NO	84.37%	NO

Iron School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Itineris Early College High APR Determination: Needs Assistance

Itineris Early College High							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	16.67%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	92.84% 88.28%	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.	17.40% 11.71%	NA 66.67%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 66.67%	NA YES	17.88% 4.80%	YES YES

Itineris Early College High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Itineris Early College High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Itineris Early College High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Itineris Early College High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Itineris Early College High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Jefferson Academy APR Determination: Meets Requirements

Jefferson Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	82.35% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	82.35% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	25.00% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	28.57% NA	YES NA	17.88% 4.80%	YES YES

Jefferson Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Jefferson Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	69.57%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	8.70%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	85.71%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Jefferson Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

John Hancock Charter School APR Determination: Needs Assistance

John Hancock Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	82.61% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	82.61% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	15.79% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	26.32% NA	YES NA	17.88% 4.80%	YES YES

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.88%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

John Hancock Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	66.67%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

John Hancock Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Jordan School District APR Determination: Needs Intervention

Jordan School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	69.23%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	28.70%	YES	25.80%	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%	93.47% 95.24%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.30% 89.58%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	18.55% 11.18%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	19.39% 2.91%	YES NO	17.88% 4.80%	YES YES

Jordan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.25%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.27%	NO	0.14%	NO

Jordan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	62.14%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	9.38%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	6.27%	NO	2.67%	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.	36.32%	61.62%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	24.38%	YES	28.50%	YES

Jordan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	81.94% 63.42%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	84.93% 53.95%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	85.02% 75.53%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	75.00%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Jordan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	36.36%	NO	39.71%	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;	29.00%	16.99%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	62.62%	NO	67.60%	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.	96.83%	78.16%	NO	84.37%	NO

Jordan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Kane School District APR Determination: Needs Assistance

Kane School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	90.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	26.67%	YES	25.80%	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%	98.75% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.75% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	30.38% 16.67%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	32.91% 7.69%	YES YES	17.88% 4.80%	YES YES

Kane School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.61%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.68%	NO	0.14%	NO

Kane School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	90.07%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.65%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.66%	YES	2.67%	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.	36.32%	81.82%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Kane School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	92.31% 64.29%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	85.71% 57.14%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 64.29%	YES NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Kane School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	40.00%	NO	39.71%	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;	29.00%	8.33%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	75.00%	NO	67.60%	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.	96.83%	83.33%	NO	84.37%	NO

Kane School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Karl G. Maeser Preparatory Academy APR Determination: Meets Requirements

Karl G. Maeser Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	83.33%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	16.67%	YES	25.80%	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%	50.00% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	44.44% 54.55%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	44.44% 33.33%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	50.00% 33.33%	YES YES	17.88% 4.80%	YES YES

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	85.19%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	39.71%	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;	29.00%	33.33%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Lakeview Academy APR Determination: Meets Requirements

Lakeview Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	92.68% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.68% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	30.26% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	22.37% NA	YES NA	17.88% 4.80%	YES YES

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	90.53%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.16%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Leadership Academy of Utah APR Determination: Meets Requirements

Leadership Academy of Utah							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	92.84% 88.28%	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.	17.40% 11.71%	NA NA	NA NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA NA	NA NA	17.88% 4.80%	YES YES

Leadership Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Leadership Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Leadership Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 Academy of Utah (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Leadership Academy of Utah (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Leadership Academy of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Leadership Learning Academy APR Determination: Needs Assistance

Leadership Learning Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	14.63% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	9.76% NA	NO NA	17.88% 4.80%	YES YES

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	80.70%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.26%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Leadership Learning Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	66.67%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Leadership Learning Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Legacy Preparatory Academy APR Determination: Needs Assistance

Legacy Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.54% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.54% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	16.82% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.82% NA	NO NA	17.88% 4.80%	YES YES

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	80.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
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Lincoln Academy APR Determination: Meets Requirements

Lincoln Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.52% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	78.46% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	29.69% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	33.33% NA	YES NA	17.88% 4.80%	YES YES

Lincoln Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Lincoln Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	72.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.33%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	33.33%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	81.82%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Lincoln Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Logan School District APR Determination: Needs Intervention

Logan School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	61.54%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	36.17%	NO	25.80%	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%	96.56% 97.14%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.31% 92.50%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	13.74% 5.88%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	15.82% 0.00%	NO NO	17.88% 4.80%	YES YES

Logan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Logan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	59.30%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	11.42%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	12.74%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	26.11%	YES	28.50%	YES

Logan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	65.38% 33.90%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	79.31% 38.98%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	57.41% 40.68%	NO NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Logan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	30.77%	NO	39.71%	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;	29.00%	9.09%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	72.73%	NO	67.60%	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.	96.83%	90.91%	NO	84.37%	NO

Logan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Lumen Scholar Institute APR Determination: Needs Assistance

Lumen Scholar Institute							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	61.11% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	61.11% 33.33%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	18.18% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	0.00% 0.00%	NO NO	17.88% 4.80%	YES YES

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Lumen Scholar Institute (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.89%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.41%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Lumen Scholar Institute (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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 Assistance

Mana Academy Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	5.26% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	0.00% NA	NO NA	17.88% 4.80%	YES YES

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	0.00%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Maria Montessori Academy APR Determination: Meets Requirements

Maria Montessori Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	96.67% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.56% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	10.34% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	5.81% NA	NO NA	17.88% 4.80%	YES YES

Maria Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Maria Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	90.43%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.61%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	82.35%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Maria Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Merit College Preparatory Academy APR Determination: Needs Intervention

Merit College Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	94.44% 88.89%	NO NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 88.89%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	29.41% 12.50%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	11.11% 12.50%	NO YES	17.88% 4.80%	YES YES

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	1.41%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.79%	NO	0.14%	NO

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	77.27%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.52%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	87.50%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	27.27%	NO	39.71%	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;	29.00%	11.11%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	88.89%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Millard School District APR Determination: Needs Assistance

Millard School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	63.64%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	22.22%	YES	25.80%	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%	96.89% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.88% 92.59%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	13.30% 12.00%	NO YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.13% 0.00%	NO NO	17.88% 4.80%	YES YES

Millard School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Millard School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	63.61%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.61%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Millard School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	100.00% 76.67%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 73.33%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 86.67%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Millard School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	70.00%	NO	39.71%	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;	29.00%	20.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	73.33%	NO	67.60%	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.	96.83%	80.00%	NO	84.37%	NO

Millard School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Moab Charter School APR Determination: Needs Assistance

Moab Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.33% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	13.33% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.29% NA	NO NA	17.88% 4.80%	YES YES

Moab Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Moab Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	66.67%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Moab Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
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Monticello Academy APR Determination: Meets Requirements

Monticello Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	98.28% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	7.02% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.24% NA	NO NA	17.88% 4.80%	YES YES

Monticello Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Monticello Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Monticello Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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Morgan School District APR Determination: Needs Assistance

Morgan School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	70.00%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	20.00%	YES	25.80%	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%	92.17% 75.00%	NO NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.17% 40.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	18.00% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	21.00% 0.00%	YES NO	17.88% 4.80%	YES YES

Morgan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Morgan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	69.76%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.89%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	90.91%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Morgan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	83.33% 78.57%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 50.00%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	60.00% 78.57%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	78.95%	NO	78.35%	NO
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%	87.50%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Morgan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Morgan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Mountain Heights Academy

FFY 2018
Publication Date: July 24, 2020

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 Heights Academy APR Determination: Needs Intervention

Mountain Heights Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	58.82%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	30.77%	YES	25.80%	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%	28.57% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	19.05% 28.57%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	33.33% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	25.00% 16.67%	YES YES	17.88% 4.80%	YES YES

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	78.13%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	77.78%	NO	78.35%	NO
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%	50.00%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	42.86%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	57.14%	NO	67.60%	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.	96.83%	85.71%	NO	84.37%	NO

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Mountainville Academy APR Determination: Meets Requirements

Mountainville Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	94.44% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.11% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	25.49% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	26.92% NA	YES NA	17.88% 4.80%	YES YES

Mountainville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Mountainville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	84.93%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.37%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	33.33%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Mountainville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Mountain West Montessori Academy APR Determination: Needs Assistance

Mountain West Montessori Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	92.65% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.20% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	22.22% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	12.31% NA	NO NA	17.88% 4.80%	YES YES

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	1.22%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.22%	NO	0.14%	NO

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	80.26%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.32%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	70.59%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Murray School District APR Determination: Needs Intervention

Murray School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	41.18%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	37.50%	NO	25.80%	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%	95.92% 96.15%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.71% 92.73%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	17.23% 16.00%	NO YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.48% 5.88%	NO YES	17.88% 4.80%	YES YES

Murray School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.73%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	2.50%	NO	0.14%	NO

Murray School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	78.50%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.34%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	98.78%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Murray School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	100.00% 39.13%	YES NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 43.48%	YES NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	94.74% 56.52%	YES NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	91.66%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Murray School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	37.50%	NO	39.71%	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;	29.00%	15.38%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	53.85%	NO	67.60%	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.	96.83%	69.23%	NO	84.37%	NO

Murray School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Navigator Pointe Academy APR Determination: Meets Requirements

Navigator Pointe Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	10.81% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	18.92% NA	YES NA	17.88% 4.80%	YES YES

Navigator Pointe Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Navigator Pointe Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	82.35%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	7.84%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Navigator Pointe Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Nebo School District APR Determination: Needs Intervention

Nebo School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	77.46%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	24.91%	YES	25.80%	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%	94.44% 97.31%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.01% 91.58%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	16.46% 11.51%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.70% 5.00%	NO YES	17.88% 4.80%	YES YES

Nebo School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	3.85%	NO	0.14%	NO

Nebo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	70.72%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	11.53%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.14%	YES	2.67%	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.	36.32%	26.53%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	46.13%	NO	28.50%	YES

Nebo School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	95.85% 58.40%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	94.78% 50.76%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	97.05% 66.41%	YES NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Nebo School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	58.33%	NO	39.71%	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;	29.00%	21.77%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	70.16%	NO	67.60%	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.	96.83%	86.29%	NO	84.37%	NO

Nebo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Noah Webster Academy APR Determination: Meets Requirements

Noah Webster Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	96.77% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.77% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	13.33% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.67% NA	NO NA	17.88% 4.80%	YES YES

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	85.45%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.64%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	88.89%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

North Davis Preparatory Academy APR Determination: Meets Requirements

North Davis Preparatory Academy

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	94.12% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.12% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	10.94% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	15.63% NA	NO NA	17.88% 4.80%	YES YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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,	58.97%	96.08%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.98%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	72.73%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

North Davis Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

North Sanpete School District APR Determination: Needs Intervention

North Sanpete School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	40.91%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	50.00%	NO	25.80%	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%	93.85% 91.67%	NO NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.35% 83.33%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	21.43% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	22.75% 6.67%	YES YES	17.88% 4.80%	YES YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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,	58.97%	64.36%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.88%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	75.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	83.33% 75.00%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	91.67% 58.33%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 91.67%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	86.36%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	40.00%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
North Star Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

North Star Academy APR Determination: Meets Requirements

North Star Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.24% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.12% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	37.50% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	25.64% NA	YES NA	17.88% 4.80%	YES YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

North Star Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	76.79%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	93.33%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

North Star Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

North Star Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

North Summit School District APR Determination: Needs Assistance

North Summit School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	89.23% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	89.23% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	24.14% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	37.93% 33.33%	YES YES	17.88% 4.80%	YES YES

North Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

North Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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,	58.97%	91.27%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	43.75%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

North Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	77.78%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

North Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	87.50%	YES	67.60%	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.	96.83%	87.50%	NO	84.37%	NO

North Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Northern Utah Academy for Math, Engineering, & Science APR Determination: Needs Assistance

Northern Utah Academy for Math, Engineering, & Science							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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 90.91%	NA NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 81.82%	NA NO	92.84% 88.28%	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.	17.40% 11.71%	NA 40.00%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 44.44%	NA YES	17.88% 4.80%	YES YES

Northern Utah Academy for Math, Engineering, & Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Northern Utah Academy for Math, Engineering, & Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	79.17%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

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

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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, & Science (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

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

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	27.27%	NO	39.71%	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;	29.00%	60.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Northern Utah Academy for Math, Engineering, & Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Odyssey Charter School APR Determination: Meets Requirements

Odyssey Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	21.62% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	35.14% NA	YES NA	17.88% 4.80%	YES YES

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	72.73%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Ogden School District APR Determination: Needs Intervention

Ogden School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	64.89%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	25.00%	YES	25.80%	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%	96.78% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.37% 97.87%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	13.29% 10.11%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	10.43% 2.17%	NO NO	17.88% 4.80%	YES YES

Ogden School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.42%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.63%	NO	0.14%	NO

Ogden School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	55.67%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	17.79%	NO	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.22%	YES	2.67%	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.	36.32%	34.68%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	36.99%	YES	28.50%	YES

Ogden School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	93.94% 60.56%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	89.86% 50.70%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	94.74% 78.87%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Ogden School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	28.57%	NO	39.71%	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;	29.00%	20.59%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	67.65%	NO	67.60%	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.	96.83%	73.53%	NO	84.37%	NO

Ogden School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Ogden Preparatory Academy APR Determination: Meets Requirements

Ogden Preparatory Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.45% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.59% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	15.48% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	11.76% NA	NO NA	17.88% 4.80%	YES YES

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Ogden Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	84.62%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.13%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.85%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Ogden Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Open Classroom

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Open Classroom APR Determination: Needs Intervention

Open Classroom							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	100.00%	NO	25.80%	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%	78.05% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	78.05% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	18.75% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	18.75% NA	YES NA	17.88% 4.80%	YES YES

Open Classroom (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Open Classroom (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	50.00%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Open Classroom (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	75.00%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Open Classroom (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Open Classroom (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Pacific Heritage Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Pacific Heritage Academy APR Determination: Meets Requirements

Pacific Heritage Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	97.50% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	2.56% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	7.50% NA	NO NA	17.88% 4.80%	YES YES

Pacific Heritage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Pacific Heritage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	83.72%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.33%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Pacific Heritage Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Pacific Heritage Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Pacific Heritage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Paradigm High School

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Paradigm High School APR Determination: Needs Assistance

Paradigm High School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	66.67%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	11.76%	YES	25.80%	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%	57.14% 91.67%	NO NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	57.14% 66.67%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	25.00% 9.09%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	12.50% 10.00%	NO YES	17.88% 4.80%	YES YES

Paradigm High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Paradigm High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	98.77%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	66.67%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	22.22%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	77.78%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Paradigm High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Park City School District

FFY 2018
Publication Date: July 24, 2020

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:
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Park City School District APR Determination: Needs Intervention

Park City School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	90.32%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	3.23%	YES	25.80%	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%	85.14% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	83.91% 80.77%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	25.50% 14.29%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	28.08% 0.00%	YES NO	17.88% 4.80%	YES YES

Park City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Park City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	66.17%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	11.98%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Park City School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	66.67% 33.33%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 66.67%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 66.67%	YES NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	92.30%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Park City School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	33.33%	NO	39.71%	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;	29.00%	40.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	80.00%	NO	67.60%	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.	96.83%	80.00%	NO	84.37%	NO

Park City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Pinnacle Canyon Academy APR Determination: Needs Intervention

Pinnacle Canyon Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	8.33%	YES	25.80%	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%	78.79% 88.89%	NO NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	78.79% 90.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	9.62% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	5.77% 0.00%	NO NO	17.88% 4.80%	YES YES

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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%	92.30%	NO	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	57.14%	NO	39.71%	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;	29.00%	11.11%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	66.67%	NO	67.60%	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.	96.83%	88.89%	NO	84.37%	NO

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Piute School District APR Determination: Meets Requirements

Piute School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	20.00%	YES	25.80%	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%	94.12% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.12% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	6.25% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	12.50% 0.00%	NO NO	17.88% 4.80%	YES YES

Piute School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Piute School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	97.14%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	50.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	25.00%	YES	28.50%	YES

Piute School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	75.00% 66.67%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 83.33%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 83.33%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Piute School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	60.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Piute School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Promontory School of Expeditionary Learning

FFY 2018
Publication Date: July 24, 2020

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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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Promontory School of Expeditionary Learning APR Determination: Meets Requirements

Promontory School of Expeditionary Learning							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	95.38% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.38% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	11.29% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.52% NA	NO NA	17.88% 4.80%	YES YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	93.59%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	73.33%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Promontory School of Expeditionary Learning (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Providence Hall APR Determination: Meets Requirements

Providence Hall							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	87.50%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	17.65%	YES	25.80%	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%	93.01% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.71% 96.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	4.51% 8.33%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	8.96% 8.33%	NO YES	17.88% 4.80%	YES YES

Providence Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Providence Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	67.66%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	4.68%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Providence Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Providence Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	85.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Providence Hall (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	30.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	60.00%	NO	67.60%	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.	96.83%	70.00%	NO	84.37%	NO

Providence Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Provo School District APR Determination: Needs Assistance

Provo School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	63.16%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	21.55%	YES	25.80%	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%	87.09% 97.67%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.22% 85.56%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	19.18% 14.29%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.73% 2.60%	NO NO	17.88% 4.80%	YES YES

Provo School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Provo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	64.02%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	11.10%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	56.42%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	19.84%	YES	28.50%	YES

Provo School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	95.29% 62.89%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	95.40% 58.76%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	92.31% 74.23%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	93.55%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	98.28%	NO	99.62%	NO
**	State established timeline is 45 school days.						

Provo School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	30.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	80.00%	NO	67.60%	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.	96.83%	90.00%	NO	84.37%	NO

Provo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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Quest Academy APR Determination: Meets Requirements

Quest Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.30% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	8.33% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.29% NA	NO NA	17.88% 4.80%	YES YES

Quest Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.89%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.16%	NO	0.14%	NO

Quest Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.27%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	11.82%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Quest Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Quest Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Quest Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Ranches Academy APR Determination: Meets Requirements

Ranches Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	81.08% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	81.08% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	20.00% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	23.33% NA	YES NA	17.88% 4.80%	YES YES

Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.76%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	8.16%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.04%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Ranches Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	75.00%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Ranches Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Reagan Academy APR Determination: Meets Requirements

Reagan Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	98.57% NA	YES NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.57% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	26.09% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	24.64% NA	YES NA	17.88% 4.80%	YES YES

Reagan Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Reagan Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	94.51%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.10%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	95.45%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Reagan Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Real Salt Lake Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Real Salt Lake Academy APR Determination: Needs Assistance

Real Salt Lake Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	92.84% 88.28%	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.	17.40% 11.71%	NA 9.09%	NA NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 0.00%	NA NO	17.88% 4.80%	YES YES

Real Salt Lake Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Real Salt Lake Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	59.38%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	12.50%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Real Salt Lake Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Real Salt Lake Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	66.67%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Real Salt Lake Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Real Salt Lake Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Renaissance Academy APR Determination: Meets Requirements

Renaissance Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	30.77% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	31.58% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	16.67% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	8.33% NA	NO NA	17.88% 4.80%	YES YES

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	88.24%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Rich School District APR Determination: Needs Assistance

Rich School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	66.67%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	80.49% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	80.49% 28.57%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	30.30% 50.00%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	36.36% 50.00%	YES YES	17.88% 4.80%	YES YES

Rich School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Rich School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	79.45%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.48%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Rich School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	100.00% 100.00%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 100.00%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA 100.00%	NA YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Rich School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	50.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Rich School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Rockwell Charter High School

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Rockwell Charter High School APR Determination: Needs Assistance

Rockwell Charter High School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	94.44% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.89% 81.82%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	11.76% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	0.00% 0.00%	NO NO	17.88% 4.80%	YES YES

Rockwell Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Rockwell Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	92.68%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	78.57%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	25.00%	NO	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	66.67%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Rockwell Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Roots Charter High School

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Roots Charter High School APR Determination: Needs Assistance

Roots Charter High School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	55.56%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	30.43%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 37.50%	NA NO	92.84% 88.28%	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.	17.40% 11.71%	NA 0.00%	NA NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 0.00%	NA NO	17.88% 4.80%	YES YES

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	97.73%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	9.09%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	63.64%	NO	67.60%	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.	96.83%	72.73%	NO	84.37%	NO

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake Arts Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Salt Lake Arts Academy APR Determination: Meets Requirements

Salt Lake Arts Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	26.47% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	35.29% NA	YES NA	17.88% 4.80%	YES YES

Salt Lake Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Salt Lake Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.88%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Salt Lake Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake Center for Science Education

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Salt Lake Center for Science Education APR Determination: Meets Requirements

Salt Lake Center for Science Education							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	84.62% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	91.67% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	18.18% 42.86%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	18.18% 14.29%	YES YES	17.88% 4.80%	YES YES

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	80.00%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	100.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake City School District

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Salt Lake City School District APR Determination: Needs Intervention

Salt Lake City School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	65.76%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	39.06%	NO	25.80%	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%	97.67% 99.32%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	97.35% 89.44%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	15.88% 8.16%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.32% 5.51%	NO YES	17.88% 4.80%	YES YES

Salt Lake City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.04%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.08%	NO	0.14%	NO

Salt Lake City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	59.41%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	19.50%	NO	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.42%	YES	2.67%	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.	36.32%	41.79%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	26.87%	YES	28.50%	YES

Salt Lake City School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	81.71% 52.08%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	82.80% 36.46%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	90.54% 59.38%	NO NO	89.86% 70.52%	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 City School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	98.46%	NO	99.62%	NO
**	State established timeline is 45 school days.						

Salt Lake City School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	20.93%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	55.81%	NO	67.60%	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.	96.83%	79.07%	NO	84.37%	NO

Salt Lake City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake School for the Performing Arts

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Salt Lake School for the Performing Arts APR Determination: Meets Requirements

Salt Lake School for the Performing Arts							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	80.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 71.43%	NA NO	92.84% 88.28%	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.	17.40% 11.71%	NA 0.00%	NA NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 20.00%	NA YES	17.88% 4.80%	YES YES

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	96.43%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	83.33%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
San Juan School District

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

San Juan School District APR Determination: Needs Assistance

San Juan School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	6.06%	YES	25.80%	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%	97.92% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	98.29% 94.74%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	4.26% 6.67%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	4.65% 11.11%	NO YES	17.88% 4.80%	YES YES

San Juan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.79%	NO	0.14%	NO

San Juan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	70.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.63%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.26%	YES	2.67%	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.	36.32%	83.64%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	14.55%	YES	28.50%	YES

San Juan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	94.44% 66.67%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	94.44% 50.00%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	92.86% 72.22%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	68.75%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

San Juan School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	36.36%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	90.91%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

San Juan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
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Scholar Academy APR Determination: Meets Requirements

Scholar Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	84.44% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	82.22% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	10.53% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.22% NA	NO NA	17.88% 4.80%	YES YES

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Scholar Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.10%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.23%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	78.57%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Scholar Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Sevier School District APR Determination: Meets Requirements

Sevier School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	69.23%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	20.00%	YES	25.80%	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%	96.35% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.34% 96.88%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	7.20% 7.14%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	11.41% 9.68%	NO YES	17.88% 4.80%	YES YES

Sevier School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Sevier School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	79.35%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.36%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	75.26%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	22.68%	YES	28.50%	YES

Sevier School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	92.31% 70.37%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	88.46% 66.67%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	83.33% 77.78%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Sevier School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	33.33%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	88.89%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Sevier School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Soldier Hollow Charter School

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Soldier Hollow Charter School APR Determination: Meets Requirements

Soldier Hollow Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	82.50% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.49% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	24.24% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	15.63% NA	NO NA	17.88% 4.80%	YES YES

Soldier Hollow Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Soldier Hollow Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	98.21%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Soldier Hollow Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

South Sanpete School District APR Determination: Needs Assistance

South Sanpete School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	70.00%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	16.67%	YES	25.80%	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%	85.57% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	85.07% 84.21%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	21.51% 6.25%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	23.98% 0.00%	YES NO	17.88% 4.80%	YES YES

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

South Sanpete School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	73.59%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	5.62%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.47%	YES	2.67%	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.	36.32%	82.41%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	17.59%	YES	28.50%	YES

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	95.92% 67.92%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	89.58% 67.92%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	89.47% 77.36%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	18.75%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	75.00%	NO	67.60%	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.	96.83%	87.50%	NO	84.37%	NO

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

South Summit School District APR Determination: Needs Assistance

South Summit School District

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	90.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	95.12% 92.31%	YES NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	96.34% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	15.38% 8.33%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	20.25% 8.33%	YES YES	17.88% 4.80%	YES YES

South Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

South Summit School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	92.21%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	4.55%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	94.74%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

South Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	83.33% 88.89%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	83.33% 88.89%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	100.00% 100.00%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

South Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

South Summit School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Spectrum Academy APR Determination: Needs Assistance

Spectrum Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	43.18%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	16.42%	YES	25.80%	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%	85.36% 91.67%	NO NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	88.09% 83.78%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	21.38% 21.21%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	13.52% 4.84%	NO YES	17.88% 4.80%	YES YES

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.21%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	2.38%	NO	0.14%	NO

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	65.75%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	19.03%	NO	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.97%	YES	2.67%	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.	36.32%	84.78%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	15.22%	YES	28.50%	YES

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	86.84%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	31.71%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	65.85%	NO	67.60%	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.	96.83%	95.12%	NO	84.37%	NO

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
St. George Academy

FFY 2018
Publication Date: July 24, 2020

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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St. George Academy APR Determination: Needs Assistance

St. George Academy

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	37.50% 37.50%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	50.00% 0.00%	YES NO	17.88% 4.80%	YES YES

St. George Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

St. George Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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,	58.97%	97.67%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

St. George Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

St. George Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

St. George Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

St. George Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Success Academy APR Determination: Meets Requirements

Success Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	92.84% 88.28%	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.	17.40% 11.71%	NA NA	NA NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA NA	NA NA	17.88% 4.80%	YES YES

Success Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Success Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	50.00%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Success Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Success Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Success Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Summit Academy APR Determination: Needs Assistance

Summit Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	100.00%	NO	25.80%	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%	94.15% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.10% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	20.21% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	25.77% NA	YES NA	17.88% 4.80%	YES YES

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	85.15%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.49%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Summit Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	85.71%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Summit Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Summit Academy High School

FFY 2018
Publication Date: July 24, 2020

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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Summit Academy High School APR Determination: Needs Assistance

Summit Academy High School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	82.61%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	9.09%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 94.44%	NA NO	92.84% 88.28%	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.	17.40% 11.71%	NA 12.50%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 0.00%	NA NO	17.88% 4.80%	YES YES

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	77.11%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.20%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	90.91%	NO	39.71%	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;	29.00%	50.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	66.67%	NO	67.60%	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.	96.83%	83.33%	NO	84.37%	NO

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Syracuse Arts Academy

FFY 2018
Publication Date: July 24, 2020

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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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Syracuse Arts Academy APR Determination: Meets Requirements

Syracuse Arts Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	92.08% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	92.08% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	23.66% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	21.51% NA	YES NA	17.88% 4.80%	YES YES

Syracuse Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Syracuse Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	75.39%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	2.34%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Syracuse Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Terra Academy APR Determination: Needs Intervention

Terra Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	0.00%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	33.33%	NO	25.80%	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%	93.33% 80.00%	NO NO	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.33% 80.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	28.57% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.29% 0.00%	NO NO	17.88% 4.80%	YES YES

Terra Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	1.10%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.28%	NO	0.14%	NO

Terra Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	73.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	10.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.00%	YES	2.67%	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.	36.32%	0.00%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Terra Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	89.47%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Terra Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Terra Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
The Center for Creativity, Innovation and Discovery

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

The Center for Creativity, Innovation and Discovery APR Determination: Meets Requirements

The Center for Creativity, Innovation and Discovery							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	70.00% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	10.71% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.86% NA	NO NA	17.88% 4.80%	YES YES

The Center for Creativity, Innovation and Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

The Center for Creativity, Innovation and Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

The Center for Creativity, Innovation and Discovery (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

The Center for Creativity, Innovation and Discovery (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	82.35%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

The Center for Creativity, Innovation and Discovery (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

The Center for Creativity, Innovation and Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Thomas Edison

FFY 2018
Publication Date: July 24, 2020

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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Thomas Edison APR Determination: Meets Requirements

Thomas Edison							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	93.63% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.63% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	28.57% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	27.89% NA	YES NA	17.88% 4.80%	YES YES

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Thomas Edison (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	57.79%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	8.54%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Timpanogos Academy APR Determination: Needs Assistance

Timpanogos Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	24.59% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	24.59% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	13.33% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	13.33% NA	NO NA	17.88% 4.80%	YES YES

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	73.08%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.85%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	0.00%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Tintic School District APR Determination: Needs Assistance

Tintic School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	57.14% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	57.14% 75.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	25.00% 33.33%	YES YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	12.50% 66.67%	NO YES	17.88% 4.80%	YES YES

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	92.86%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.57%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Tintic School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	40.00%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Tintic School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Tooele School District APR Determination: Needs Assistance

Tooele School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	77.78%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	21.19%	YES	25.80%	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%	86.39% 97.87%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	86.78% 86.59%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	12.65% 8.70%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	12.98% 4.93%	NO YES	17.88% 4.80%	YES YES

Tooele School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.39%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	5.00%	NO	0.14%	NO

Tooele School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	61.82%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	10.98%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.50%	YES	2.67%	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.	36.32%	18.97%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	8.72%	YES	28.50%	YES

Tooele School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	95.92% 58.33%	YES YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	92.31% 61.67%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	94.00% 63.33%	YES NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	78.57%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	97.30%	NO	99.62%	NO
**	State established timeline is 45 school days.						

Tooele School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	21.35%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	80.90%	NO	67.60%	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.	96.83%	93.26%	NO	84.37%	NO

Tooele School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Treeside Charter School APR Determination: Meets Requirements

Treeside Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	93.10% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	93.10% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	25.93% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.81% NA	NO NA	17.88% 4.80%	YES YES

Treeside Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Treeside Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.30%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	4.35%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Treeside Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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.						

Treeside Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Treeside Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Treeside Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Tuacahn High School for the Performing Arts

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Tuacahn High School for the Performing Arts APR Determination: Needs Assistance

Tuacahn High School for the Performing Arts							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	78.57%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	92.84% 88.28%	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.	17.40% 11.71%	NA 25.00%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 0.00%	NA NO	17.88% 4.80%	YES YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	87.88%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	85.71%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Tuacahn High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	14.29%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	14.29%	NO	67.60%	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.	96.83%	57.14%	NO	84.37%	NO

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Uintah School District APR Determination: Needs Intervention

Uintah School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	53.57%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	41.03%	NO	25.80%	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%	96.07% 96.15%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.85% 83.87%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	12.05% 20.00%	NO YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.12% 11.54%	NO YES	17.88% 4.80%	YES YES

Uintah School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.43%	NO	0.14%	NO

Uintah School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	76.23%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	10.34%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	17.67%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	73.49%	NO	28.50%	YES

Uintah School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	94.68% 48.96%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	100.00% 46.88%	YES NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	97.40% 81.25%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	71.43%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Uintah School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	7.69%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	61.54%	NO	67.60%	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.	96.83%	92.31%	NO	84.37%	NO

Uintah School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Uintah River High

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Uintah River High APR Determination: Needs Intervention

Uintah River High							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	75.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	40.00%	NO	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	92.84% 88.28%	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.	17.40% 11.71%	NA NA	NA NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA NA	NA NA	17.88% 4.80%	YES YES

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Uintah River High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Uintah River High (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	0.00%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah Career Path High School

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Utah Career Path High School APR Determination: Needs Assistance

Utah Career Path High School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	83.33%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	20.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 87.50%	NA NO	92.84% 88.28%	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.	17.40% 11.71%	NA 14.29%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 14.29%	NA YES	17.88% 4.80%	YES YES

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Utah Career Path High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Utah Career Path High School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	25.00%	NO	39.71%	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;	29.00%	25.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	75.00%	NO	67.60%	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.	96.83%	75.00%	NO	84.37%	NO

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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 Connections Academy APR Determination: Needs Intervention

Utah Connections Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	42.11%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	52.17%	NO	25.80%	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%	62.00% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	61.22% 50.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	22.58% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	6.67% 0.00%	NO NO	17.88% 4.80%	YES YES

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	90.77%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	4.62%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Utah Connections Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Utah Connections Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	7.69%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	69.23%	NO	67.60%	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.	96.83%	69.23%	NO	84.37%	NO

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah County Academy of Science

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Utah County Academy of Science APR Determination: Needs Intervention

Utah County Academy of Science							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA 100.00%	NA YES	92.84% 88.28%	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.	17.40% 11.71%	NA 33.33%	NA YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA 0.00%	NA NO	17.88% 4.80%	YES YES

Utah County Academy of Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Utah County Academy of Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Utah County Academy of Science (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Utah County Academy of Science (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Utah County Academy of Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Utah International Charter School APR Determination: Needs Intervention

Utah International Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	33.33%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	0.00% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	0.00% 0.00%	NO NO	17.88% 4.80%	YES YES

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	69.23%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Utah International Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Utah International Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	0.00%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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Utah Military Academy APR Determination: Needs Intervention

Utah Military Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	83.33%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	27.27%	YES	25.80%	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%	92.65% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.91% 89.29%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	0.00% 3.85%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	5.00% 0.00%	NO NO	17.88% 4.80%	YES YES

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	3.60%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	3.67%	NO	0.14%	NO

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	72.63%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.91%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.12%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	16.67%	NO	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	66.67%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah Schools for the Deaf and Blind

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Utah Schools for the Deaf and Blind APR Determination: Needs Assistance

Utah Schools for the Deaf and Blind							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	14.29%	YES	25.80%	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%	68.42% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	68.42% 100.00%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	7.69% 0.00%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	5.13% 0.00%	NO NO	17.88% 4.80%	YES YES

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	NA	NA	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	NA	NA	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	92.31% 77.14%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	88.89% 48.57%	NO NO	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	96.30% 85.71%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	45.45%	NO	39.71%	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;	29.00%	50.00%	YES	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	83.33%	YES	67.60%	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.	96.83%	83.33%	NO	84.37%	NO

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Utah Virtual Academy APR Determination: Needs Intervention

Utah Virtual Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	56.00%	NO	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	28.57%	YES	25.80%	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%	66.47% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	67.05% 63.16%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	13.04% 26.09%	NO YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	8.62% 4.17%	NO NO	17.88% 4.80%	YES YES

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	46.51%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	8.43%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Utah Virtual Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Utah Virtual Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	40.00%	NO	39.71%	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;	29.00%	22.73%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	45.45%	NO	67.60%	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.	96.83%	81.82%	NO	84.37%	NO

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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: Meets Requirements

Valley Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	79.55% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	79.55% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	5.71% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	5.71% NA	NO NA	17.88% 4.80%	YES YES

Valley Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Valley Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	96.30%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Valley Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Valley Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Valley Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Vanguard Academy APR Determination: Needs Assistance

Vanguard Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	80.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	16.67%	YES	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	0.00% 33.33%	NO YES	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	37.50% 0.00%	YES NO	17.88% 4.80%	YES YES

Vanguard Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Vanguard Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.67%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	100.00%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	66.67%	NO	39.71%	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;	29.00%	16.67%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	83.33%	YES	67.60%	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.	96.83%	83.33%	NO	84.37%	NO

Vanguard Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Venture Academy APR Determination: Needs Assistance

Venture Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	75.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	12.50%	YES	25.80%	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%	93.48% 100.00%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.91% 95.65%	NO YES	92.84% 88.28%	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.	17.40% 11.71%	2.33% 9.52%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	2.50% 18.18%	NO YES	17.88% 4.80%	YES YES

Venture Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Venture Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	95.61%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Venture Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	82.35%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Venture Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	33.33%	NO	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	100.00%	YES	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Venture Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Vista at Entrada School of Performing Arts and Technology

FFY 2018
Publication Date: July 24, 2020

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: Meets Requirements

Vista at Entrada School of Performing Arts and Technology							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	90.00% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.00% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	13.89% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	12.50% NA	NO NA	17.88% 4.80%	YES YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	70.93%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	9.30%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Voyage Academy APR Determination: Meets Requirements

Voyage Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	6.98% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	11.63% NA	NO NA	17.88% 4.80%	YES YES

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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Voyage Academy APR Determination: Meets Requirements

Voyage Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	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.	17.40% 11.71%	6.98% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	11.63% NA	NO NA	17.88% 4.80%	YES YES

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
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14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Voyage Academy (continued)							
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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.	90.00%	n<10	NA	68.75%	NO
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Annual Performance Report on Utah's State Performance Plan
Voyage Academy

FFY 2018
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	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	100.00% NA	YES NA	92.84% 88.28%	NO NO
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	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	11.63% NA	NO NA	17.88% 4.80%	YES YES

Voyage Academy (continued)							
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4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as 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	0.14%	NO
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Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
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6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Voyage 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) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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)

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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
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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.	96.83%	NA	NA	84.37%	NO

Voyage Academy (continued)							
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16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	90.00%	n<10	NA	68.75%	NO
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Annual Performance Report on Utah's State Performance Plan
Walden School of Liberal Arts

FFY 2018
Publication Date: July 24, 2020

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Walden School of Liberal Arts APR Determination: Needs Assistance

Walden School of Liberal Arts							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	83.61% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	83.61% 20.00%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	29.41% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	21.57% 0.00%	YES NO	17.88% 4.80%	YES YES

Walden School of Liberal Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	1.02%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.37%	NO	0.14%	NO

Walden School of Liberal Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	92.63%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	1.05%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	91.67%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	0.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	0.00%	NO	67.60%	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.	96.83%	100.00%	YES	84.37%	NO

Walden School of Liberal Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Wallace Stegner Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Wallace Stegner Academy APR Determination: Meets Requirements

Wallace Stegner Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	90.00% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.18% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	11.11% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.71% NA	NO NA	17.88% 4.80%	YES YES

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Wallace Stegner Academy (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Wallace Stegner Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Wasatch School District APR Determination: Needs Intervention

Wasatch School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	81.63%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	17.65%	YES	25.80%	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%	95.72% 96.97%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.72% 86.84%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	15.46% 9.38%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	14.43% 3.03%	NO NO	17.88% 4.80%	YES YES

Wasatch School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.17%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.65%	NO	0.14%	NO

Wasatch School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	71.10%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	4.38%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.18%	YES	2.67%	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.	36.32%	96.51%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	79.31% 48.57%	NO NO	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	72.41% 57.14%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	81.48% 62.86%	NO NO	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	88.24%	NO	99.62%	NO
**	State established timeline is 45 school days.						

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	20.00%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	93.33%	YES	67.60%	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.	96.83%	93.33%	NO	84.37%	NO

Wasatch School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Wasatch Peak Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Wasatch Peak Academy APR Determination: Needs Assistance

Wasatch Peak Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	94.74% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	94.74% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	22.22% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	27.78% NA	YES NA	17.88% 4.80%	YES YES

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	2.50%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	2.86%	NO	0.14%	NO

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	91.49%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Wasatch Waldorf Charter School

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Wasatch Waldorf Charter School APR Determination: Needs Intervention

Wasatch Waldorf Charter School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	100.00%	NO	25.80%	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%	81.58% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	80.26% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	4.84% NA	NO NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	1.64% NA	NO NA	17.88% 4.80%	YES YES

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	78.57%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	10.71%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Wasatch Waldorf Charter School (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Wasatch Waldorf Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Washington School District APR Determination: Needs Assistance

Washington School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	76.10%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	29.17%	YES	25.80%	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%	90.38% 98.49%	NO YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	90.29% 78.66%	NO NO	92.84% 88.28%	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.	17.40% 11.71%	16.90% 11.22%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	17.69% 4.02%	NO NO	17.88% 4.80%	YES YES

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	61.59%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	11.74%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.98%	YES	2.67%	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.	36.32%	90.63%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Washington School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	94.19% 68.95%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	96.59% 59.36%	YES YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	94.74% 77.63%	YES YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Washington School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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%	0.00%	NO	39.71%	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;	29.00%	24.21%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	70.53%	NO	67.60%	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.	96.83%	87.37%	NO	84.37%	NO

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Wayne School District APR Determination: Meets Requirements

Wayne School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	100.00%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	0.00%	YES	25.80%	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%	95.45% 100.00%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.45% 100.00%	YES YES	92.84% 88.28%	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.	17.40% 11.71%	33.33% 0.00%	YES NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	19.05% 0.00%	YES NO	17.88% 4.80%	YES YES

Wayne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Wayne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	84.31%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	3.92%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Wayne School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	69.23%	NO	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Wayne School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Wayne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Weber School District APR Determination: Needs Assistance

Weber School District							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	77.21%	YES	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	22.98%	YES	25.80%	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%	95.43% 97.93%	YES YES	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	95.17% 92.19%	YES NO	92.84% 88.28%	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.	17.40% 11.71%	14.71% 9.75%	NO NO	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	16.20% 3.23%	NO NO	17.88% 4.80%	YES YES

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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%	0.07%	NO	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.90%	NO	0.14%	NO

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	54.92%	NO	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	8.15%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.82%	YES	2.67%	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.	36.32%	11.89%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	52.91%	NO	28.50%	YES

Weber School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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) 95.10% 2) 52.93%	89.63% 60.00%	NO YES	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	91.03% 61.88%	NO YES	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	88.12% 76.25%	NO YES	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	85.29%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior 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	99.62%	NO
**	State established timeline is 45 school days.						

Weber School District (continued)

#	Indicator	Measurement	FFY 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 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	39.71%	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;	29.00%	14.79%	NO	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	73.24%	NO	67.60%	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.	96.83%	84.51%	NO	84.37%	NO

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Weber State University Charter Academy

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Weber State University Charter Academy APR Determination: Meets Requirements

Weber State University Charter Academy							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	92.84% 88.28%	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.	17.40% 11.71%	NA NA	NA NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA NA	NA NA	17.88% 4.80%	YES YES

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	100.00%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	0.00%	YES	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	100.00%	YES	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	NA	NA	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Weilenmann School of Discovery

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Weilenmann School of Discovery APR Determination: Needs Assistance

Weilenmann School of Discovery							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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%	87.23% NA	NO NA	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	87.23% NA	NO NA	92.84% 88.28%	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.	17.40% 11.71%	29.27% NA	YES NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	19.51% NA	YES NA	17.88% 4.80%	YES YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.14%	NO

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	77.19%	YES	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	15.79%	NO	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.67%	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.	36.32%	0.00%	NO	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	0.00%	YES	28.50%	YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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) 95.10% 2) 52.93%	NA NA	NA NA	88.86% 58.94%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 93.21% 2) 48.71%	NA NA	NA NA	88.41% 50.48%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 93.92% 2) 67.21%	NA NA	NA NA	89.86% 70.52%	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 2018 State Target	FFY 2018 LEA Data	LEA Met FFY 2018 Target	FFY 2018 State Data	State Met FFY 2018 Target
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	80.52%	87.50%	YES	78.35%	NO
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	96.21%	NO
12	**Transition from Part C to Part B**	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	NA	NA	99.62%	NO
**	State established timeline is 45 school days.						

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	39.71%	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;	29.00%	NA	NA	19.62%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	81.67%	NA	NA	67.60%	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.	96.83%	NA	NA	84.37%	NO

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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.	90.00%	n<10	NA	68.75%	NO
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Winter Sports School

FFY 2018
Publication Date: July 24, 2020

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:
https://schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=1

Winter Sports School APR Determination: Meets Requirements

Winter Sports School							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 Target**
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	74.37%	NA	NA	71.30%	NO
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	32.49%	NA	NA	25.80%	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	93.15% 97.38%	NO YES
	Math	Participation rate of grade 3–8 students. Participation rate of grade 10 students.	95.00% 95.00%	NA NA	NA NA	92.84% 88.28%	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.	17.40% 11.71%	NA NA	NA NA	17.40% 11.71%	YES YES
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	17.88% 4.80%	NA NA	NA NA	17.88% 4.80%	YES YES

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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	0.14%	NO
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.14%	NO

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2018 State Target**	**FFY 2018 LEA Data**	**LEA Met FFY 2018 Target**	**FFY 2018 State Data**	**State Met FFY 2018 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,	58.97%	NA	NA	65.12%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.22%	NA	NA	9.71%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.67%	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.	36.32%	NA	NA	48.10%	YES
6B	Special Program	A separate special education class, separate school or residential facility.	≤41.35%	NA	NA	28.50%	YES

Winter Sports School (continued)

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Winter Sports School (continued)

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