

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



Utah State
Board of
Education

Special
Education
Services

Annual Performance Report on Utah's State Performance Plan

Publication Date: June 3, 2025

The United States Department of Education Office of Special Education Programs (OSEP) requires the Utah State Board of Education Special Education Services (USBES) section to have in place a performance plan that evaluates Utah's efforts to implement the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) (34 CFR § 300.601(a)). OSEP also requires the USBES to report annually to the public on the performance of each local education agency (LEA) on the targets in Utah's performance plan (34 CFR § 300.602(b)(1)(i)(A)). The most recently available performance data on each LEA (34 CFR § 300.602(b)(1)(ii)) must be included.

This report indicates the federal fiscal year (FFY) the data apply to and the date the data were obtained.

N/A Symbol Key

When an indicator is not applicable (N/A) for an LEA, one of the following symbols will be noted in the "LEA Data" column to explain why.

- * = The LEA did not report any students ages 14–21 with IEPs as exiting special education in the indicated FFY.
- ^ = The LEA did not have students with IEPs in the indicated grade participate in the statewide assessment in the indicated FFY.
- + = The LEA did not have students without IEPs in the indicated grade participate in the statewide assessment in the indicated FFY and/or the LEA did not have students with IEPs in the indicated grade participate in the statewide assessment in the indicated FFY.
- ~ = The LEA did not meet the minimum cell and/or n-size for the indicator in the indicated FFY.
- ⌘ = The LEA did not report data for the indicator in the indicated FFY.
- × = The LEA is a special school established by State Code.
- ` = The LEA did not serve preschool students with IEPs in the indicated FFY.
- = The LEA did not report any preschool students ages 3–5 with IEPs as exiting special education in the indicated FFY.
- ∇ = The LEA has been monitored in the current State performance plan period but does not have data for the indicator.
- ∩ = The LEA was selected for a survey in the indicated FFY but did not have respondents.
- ⊥ = The LEA did not have preschool transitions in the indicated FFY.
- ° = The LEA was not in operation in the indicated FFY.
- = The LEA reported invalid data for the indicator in the indicated FFY.

- ⌏ = The LEA was not in operation long enough during the current State performance plan period for the State to collect data on this indicator.
- ⌏ = The LEA did not have students who met the criteria to participate in the survey in the indicated FFY.

Academy For Math Engineering & Science IDEA Part B Indicator Data

#	Indicator	Academy For Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	66.67%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	33.33%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	38.10%	YES		

#	Indicator	Academy For Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	33.33%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	24.29%	YES		

#	Indicator	Academy For Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	16.44%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A _{FF}	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A _{FF}	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Academy For Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Academy For Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.02	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.65	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2021	2/9/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Academy For Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2021	5/6/2022
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 20.00% 40.00% 60.00%	 YES NO NO	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Academy For Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Advantage Arts Academy (AAA) IDEA Part B Indicator Data

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	18.18%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	27.27%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	17.38%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	14.95%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	66.07%	NO	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	78.95%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.30	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.14	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	60.00%	NO	2023	1/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Advantage Arts Academy (AAA) Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Alpine District IDEA Part B Indicator Data

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	73.38%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	19.71%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.65%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.31%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.46%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.05%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.60%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.18%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	21.35%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	8.82%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	7.29%	NO		

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	27.86%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	10.52%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	4.15%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	14.93%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	34.38%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	25.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	26.47%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	10.94%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	7.41%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	29.47%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	38.24%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	38.74%	NO		

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	28.77%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	37.12%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	30.58%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	74.30%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	7.56%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	3.67%	NO		

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>37.88%</p> <p>35.67%</p> <p>0.09%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>87.40%</p> <p>47.42%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>94.05%</p> <p>42.98%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>89.16%</p> <p>52.40%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	82.35%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.89	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.33	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/3/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	99.72%	NO	2023	11/15/2024

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	11/3/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 23.16% 67.80% 87.01%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Alpine District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

American Academy of Innovation IDEA Part B Indicator Data

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	89.47%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	10.53%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	73.08%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	69.23%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	20.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	22.22%	YES		

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	9.09%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	23.53%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	11.48%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	14.86%	YES		

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	1.82%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	2.84%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	92.41%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	73.91%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.15	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.36	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	12/5/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	16.67%	NO	2023	12/5/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	11.76% 29.41% 70.59%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	American Academy of Innovation Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

American Leadership Academy IDEA Part B Indicator Data

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.96%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.96%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	26.09%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	6.67%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	7.89%	NO		

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	21.74%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	6.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	5.26%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	50.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	29.29%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	33.53%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	38.06%	NO		

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	31.34%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	40.39%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	21.25%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.52%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.59%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	58.33%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.55	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.49	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	71.43%	NO	2023	3/27/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	3/27/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	30.00% 90.00% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	American Leadership Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

American Preparatory Academy IDEA Part B Indicator Data

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	84.62%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	15.38%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.80%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	68.29%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.37%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.42%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	11.11%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	17.86%	YES		

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	26.76%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	11.43%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	9.38%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	31.28%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	32.89%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	27.73%	YES		

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	32.08%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	23.15%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	15.74%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.63%	NO	2023	8/20/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.01%	NO	2023	8/20/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	98.56%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.41%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	97.62%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.06	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.58	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/30/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 50.00% 87.50% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	American Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

American Principles Academy IDEA Part B Indicator Data

#	Indicator	American Principles Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A°	N/A		

#	Indicator	American Principles Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A°	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A°	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A°	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A°	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A°	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A°	N/A		

#	Indicator	American Principles Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A°	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A°	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A°	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A°	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A°	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	N/A°	N/A	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	N/A°	N/A		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	N/A°	N/A		

#	Indicator	American Principles Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A°</p> <p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	American Principles Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	N/A°	N/A	N/A	N/A
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A°	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A°	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A°	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A°	N/A	2023	11/15/2024

#	Indicator	American Principles Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A°	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A° N/A° N/A°	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A°	N/A	2023	6/30/2024

#	Indicator	American Principles Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A°	N/A	2023	6/30/2024

Ascent Academies IDEA Part B Indicator Data

#	Indicator	Ascent Academies Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.15%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.48%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.15%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.48%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	4.08%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	16.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	5.00%	NO		

#	Indicator	Ascent Academies Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	10.20%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	11.11%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	10.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A°	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A°	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	100.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	24.35%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	26.84%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	32.00%	YES		

#	Indicator	Ascent Academies Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	28.58%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	31.08%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	21.91%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.81%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.66%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Ascent Academies Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Ascent Academies Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.71%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.32	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.10	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	10/24/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Ascent Academies Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	10/6/2022
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Ascent Academies Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Athenian eAcademy IDEA Part B Indicator Data

#	Indicator	Athenian eAcademy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.95%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.95%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	13.33%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Athenian eAcademy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	26.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	9.40%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	33.33%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Athenian eAcademy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	-1.67%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	16.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	95.28%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.89%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Athenian eAcademy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Athenian eAcademy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.67%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.20	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.45	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	2/2/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Athenian eAcademy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	50.00%	NO	2023	2/2/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Athenian eAcademy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Athlos Academy of Utah IDEA Part B Indicator Data

#	Indicator	Athlos Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Athlos Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	16.67%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	20.69%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	12.50%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Athlos Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	8.75%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	0.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	92.65%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Athlos Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Athlos Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	73.33%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.01	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.30	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	10/10/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Athlos Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	10/10/2022
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Athlos Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Bear River Charter School IDEA Part B Indicator Data

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	52.63%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	57.89%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.63%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.13%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	83.33%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.55	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	87.50%	NO	2023	11/2/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2021	1/20/2022
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Bear River Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Beaver District IDEA Part B Indicator Data

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	69.23%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	23.08%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	5.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	13.64%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.17%	NO		

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	30.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	19.05%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	4.17%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	34.45%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	37.18%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	43.69%	NO		

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	14.95%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	23.10%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	28.02%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.79%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.51%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>88.24%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>82.35%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	100.00%	YES	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	88.24%	YES		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	72.22%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.59	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.95	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.91%	NO	2023	1/30/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	16.67% 16.67% 66.67%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Beaver District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Beehive Science & Technology Academy IDEA Part B Indicator Data

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	66.67%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	33.33%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	40.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	12.50%	YES		

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	60.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	40.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	22.22%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	31.72%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	15.88%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	28.50%	YES		

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	-4.83%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	24.18%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	15.28%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	94.20%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.45%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	64.29%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.57	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.77	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/27/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/27/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 0.00% 100.00%	 NO NO YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Beehive Science & Technology Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Bonneville Academy IDEA Part B Indicator Data

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	33.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	23.81%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	9.09%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	16.67%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	34.29%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	92.86%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	47.06%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.06	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.64	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	66.67%	NO	2023	11/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/9/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Bonneville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Box Elder District IDEA Part B Indicator Data

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	61.46%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	21.88%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.29%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.17%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.14%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.22%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.51%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	13.11%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	3.13%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.96%	NO		

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	19.33%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	6.45%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	3.48%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	10.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	18.18%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	16.67%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	20.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	9.09%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	8.33%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	28.49%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	33.54%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	34.79%	YES		

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	28.94%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	44.72%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	27.25%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	67.44%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	14.65%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>4.17%</p> <p>75.42%</p> <p>0.00%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>90.54%</p> <p>48.78%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>90.00%</p> <p>48.78%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	87.84%	NO	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	68.29%	YES		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	79.17%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.55	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	8.91	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	10/17/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	10/17/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 11.76% 43.14% 76.47%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Box Elder District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Bridge Elementary IDEA Part B Indicator Data

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	5.97%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	14.71%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.07%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.75%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	73.91%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.55	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.11	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	10/7/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Bridge Elementary Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

C.S. Lewis Academy IDEA Part B Indicator Data

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	21.43%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	3.57%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	73.53%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	14.71%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	55.56%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.35	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2020	11/18/2020
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	C.S. Lewis Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Cache District IDEA Part B Indicator Data

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	82.86%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	8.57%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.34%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.60%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.64%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.82%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.84%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.32%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	24.70%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	9.26%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	7.41%	NO		

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	35.15%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	17.76%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	5.53%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	22.22%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	24.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	38.89%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	16.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	32.94%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	46.39%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	37.88%	NO		

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	32.63%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	47.15%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.92%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	74.47%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.05%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.04%	YES		

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>32.85%</p> <p>20.38%</p> <p>0.24%</p>	<p>NO</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>91.19%</p> <p>57.58%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>90.48%</p> <p>51.08%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>89.57%</p> <p>55.41%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.48%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.87	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.35	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/16/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/30/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 24.49% 71.43% 87.76%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Cache District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Canyon Grove Academy IDEA Part B Indicator Data

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	9.09%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	24.76%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	26.15%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A _{FF}	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A _{FF}	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	91.04%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.38%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.36%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.40	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.49	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	10/3/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Canyon Grove Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Canyon Rim Academy IDEA Part B Indicator Data

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	38.46%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	32.87%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	35.15%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.20%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.92%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	95.24%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.20	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/31/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Canyon Rim Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Canyons District IDEA Part B Indicator Data

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	62.83%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	16.81%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.10%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.56%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	68.57%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.10%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.93%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	70.09%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	24.25%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	10.83%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	7.35%	NO		

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	31.88%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	7.02%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	5.16%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	9.68%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	9.09%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	19.05%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	12.12%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	25.65%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	43.77%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	38.22%	NO		

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	24.89%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	41.82%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	37.41%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	71.80%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.09%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	3.30%	NO		

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>50.13%</p> <p>37.27%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>95.58%</p> <p>44.81%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>94.48%</p> <p>43.72%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>94.89%</p> <p>53.01%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	76.74%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.43	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.79	NO	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	81.58%	NO	2023	1/18/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	27.27%	NO	2023	1/18/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	19.44% 56.94% 80.56%	YES NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Canyons District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Carbon District IDEA Part B Indicator Data

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	40.00%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	56.00%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.97%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.86%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.56%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.94%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	67.86%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	26.32%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	7.14%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	11.11%	YES		

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	27.03%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	7.41%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	3.23%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	12.50%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	19.34%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	38.13%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	29.17%	YES		

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	23.43%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	28.30%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	26.79%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	82.89%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.14%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	10.46%	NO		

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>57.45%</p> <p>39.36%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>97.06%</p> <p>37.84%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>81.08%</p> <p>24.32%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>91.18%</p> <p>37.84%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	66.67%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.62	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.03	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	11/9/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	0.00% 43.75% 56.25%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Carbon District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Career Academy of Utah IDEA Part B Indicator Data

#	Indicator	Career Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	0.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	57.14%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	33.33%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	57.14%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Career Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	19.44%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	16.67%	YES		

#	Indicator	Career Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	2.70%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	5.26%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	85.71%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.57%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Career Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Career Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	N/A¶	N/A	N/A	N/A
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.30	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.29	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A¶	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Career Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ¹¹	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A ¹² N/A ¹² N/A ¹²	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Career Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Channing Hall IDEA Part B Indicator Data

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	55.56%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	12.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	-0.89%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	35.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	27.71%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	10.23%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	93.65%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.17%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	81.25%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.50	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.06	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	5/10/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2020	1/14/2021
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Channing Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

City Academy IDEA Part B Indicator Data

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	50.00%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	33.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	37.50%	YES		

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	6.67%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	4.92%	YES		

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	13.33%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	12.50%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.50%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.17%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.70	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	10/18/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	10.00%	NO	2023	10/18/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	33.33% 66.67% 66.67%	YES YES NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	City Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Daggett District IDEA Part B Indicator Data

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	33.33%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	18.18%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	56.25%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	45.95%	NO		

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	45.45%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	43.75%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	6.14%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	66.67%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	10/19/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	20.00%	NO	2023	10/19/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 100.00% 100.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Daggett District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Davinci Academy IDEA Part B Indicator Data

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.19%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.48%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	17.65%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	14.29%	YES		

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	23.53%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	15.38%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	100.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	8.72%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	36.26%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	44.15%	NO		

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	11.63%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	9.06%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	27.81%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	76.72%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	89.66%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.04	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.30	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	2/7/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	2/7/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 33.33% 100.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Davinci Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Davis District IDEA Part B Indicator Data

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	69.47%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	18.95%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.97%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.78%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.65%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.60%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	17.89%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	5.03%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.99%	NO		

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	20.19%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	5.59%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	4.22%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	3.45%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	10.81%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	17.31%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	2.70%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	5.77%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	30.45%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	36.09%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	37.30%	NO		

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	32.54%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	33.63%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.30%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	65.78%	NO	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	9.92%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	2.59%	YES		

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>49.01%</p> <p>14.70%</p> <p>0.35%</p>	<p>YES</p> <p>YES</p> <p>NO</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>88.85%</p> <p>37.68%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>95.02%</p> <p>9.86%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>86.50%</p> <p>42.96%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	81.08%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.68	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.27	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/13/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	12/13/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	16.49% 54.26% 82.45%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Davis District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Dual Immersion Academy IDEA Part B Indicator Data

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	50.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	8.89%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	0.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	-27.78%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	25.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	79.55%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	11.36%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	92.31%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	25.00%	NO	2023	1/10/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Dual Immersion Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Duchesne District IDEA Part B Indicator Data

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	76.81%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	10.14%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.09%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.14%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.38%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.19%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.14%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.47%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	3.64%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.17%	NO		

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	21.11%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	1.82%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	55.56%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	41.67%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	66.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	12.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	8.33%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	22.07%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	22.65%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	26.02%	YES		

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	26.10%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	28.77%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	21.84%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	79.58%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	6.61%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	3.40%	NO		

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>88.57%</p> <p>54.35%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>90.70%</p> <p>45.65%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>91.43%</p> <p>76.09%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	71.79%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.63	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.01	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	10/23/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	10/23/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 6.00% 66.00% 80.00%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Duchesne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Early Light Academy At Daybreak IDEA Part B Indicator Data

#	Indicator	Early Light Academy At Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.83%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.83%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.31%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	39.13%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	8.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	16.67%	YES		

#	Indicator	Early Light Academy At Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	34.78%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	16.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	100.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	18.30%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	31.67%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	34.80%	YES		

#	Indicator	Early Light Academy At Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	17.70%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	27.15%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	44.26%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.65%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Early Light Academy At Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Early Light Academy At Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	73.08%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.09	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.48	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/2/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Early Light Academy At Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	40.00%	NO	2023	11/2/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Early Light Academy At Daybreak Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

East Hollywood High IDEA Part B Indicator Data

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	59.09%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	40.91%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.76%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.73%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.00%	NO		

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	13.35%	YES		

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	3.33%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	47.06%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.62	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.86	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	10/30/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	10/30/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	0.00% 0.00% 50.00%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	East Hollywood High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Edith Bowen Laboratory School IDEA Part B Indicator Data

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	15.38%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	28.57%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	49.93%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	45.43%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	93.65%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.17%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	80.95%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.33	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.83	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/7/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Edith Bowen Laboratory School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Elevated Charter School IDEA Part B Indicator Data

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A°	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A°	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A°	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A°	N/A		

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A°	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A°	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A°	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A°	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A°	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A°	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A°	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A°	N/A		

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A°	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A°	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A°	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A°	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A°	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	N/A°	N/A	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	N/A°	N/A		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	N/A°	N/A		

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A°</p> <p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A°</p> <p>N/A°</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	N/A°	N/A	N/A	N/A
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A°	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A°	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A°	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A°	N/A	2023	11/15/2024

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A°	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A° N/A° N/A°	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A°	N/A	2023	6/30/2024

#	Indicator	Elevated Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A°	N/A	2023	6/30/2024

Emery District IDEA Part B Indicator Data

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	67.86%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	25.00%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.44%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.44%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	16.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	6.45%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	3.51%	NO		

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	6.45%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	3.51%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	23.63%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	27.84%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	35.58%	YES		

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.63%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	22.12%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	30.23%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	76.03%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.09%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>60.00%</p> <p>40.00%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>92.86%</p> <p>79.41%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>77.42%</p> <p>73.53%</p>	<p>NO</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	80.95%	NO	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	85.29%	YES		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.96%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.04	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.31	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/7/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 16.67% 58.33% 66.67%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Emery District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Endeavor Hall IDEA Part B Indicator Data

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	13.95%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	16.28%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	77.42%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	9.68%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	77.78%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.93	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	66.67%	NO	2023	11/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Endeavor Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Entheos Academy IDEA Part B Indicator Data

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.55%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.55%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	3.70%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	8.70%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	4.35%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	50.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	25.61%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	24.97%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.86%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	13.83%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	91.67%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	5.21%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	81.48%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.72	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.92	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	10/4/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2020	1/22/2021
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Entheos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Esperanza Elementary School IDEA Part B Indicator Data

#	Indicator	Esperanza Elementary School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Esperanza Elementary School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	22.78%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Esperanza Elementary School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	50.63%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	98.33%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Esperanza Elementary School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Esperanza Elementary School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	11/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Esperanza Elementary School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A~	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A≠ N/A≠ N/A≠	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Esperanza Elementary School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Excelsior Academy IDEA Part B Indicator Data

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.30%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.46%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.59%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	16.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	9.09%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	29.17%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	14.29%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	30.67%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	37.49%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	24.21%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	29.28%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.13%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	61.29%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.96	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.16	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	50.00%	NO	2023	11/1/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	11/1/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Excelsior Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Fast Forward High IDEA Part B Indicator Data

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	85.19%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	14.81%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.85%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.11%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	10.71%	YES		

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	15.06%	YES		

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	5.66%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	98.97%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.24	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.98	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/13/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/13/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 26.92% 65.38% 84.62%	 YES NO YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Fast Forward High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Franklin Discovery Academy IDEA Part B Indicator Data

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	10.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	10.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	13.08%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	10.75%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	99.03%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.97%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	91.18%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.44	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.95	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/14/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A † N/A † N/A †	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Franklin Discovery Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Freedom Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	25.00%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	50.00%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	4.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	13.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	5.00%	NO		

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	8.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	5.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	35.32%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	14.15%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	26.97%	YES		

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	40.04%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	17.32%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	14.71%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.16%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	66.67%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.44	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.41	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	33.33%	NO	2023	2/6/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	75.00%	NO	2023	2/6/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	100.00% 100.00% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Freedom Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Garfield District IDEA Part B Indicator Data

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	66.67%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	33.33%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	68.18%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	68.18%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	5.56%	NO		

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	40.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	5.56%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	14.21%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	30.51%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	26.22%	YES		

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	4.74%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	18.33%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	18.29%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	70.83%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.08%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	22.22%	NO		

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>66.67%</p> <p>66.67%</p>	<p>NO</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>66.67%</p> <p>66.67%</p>	<p>NO</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	66.67%	NO	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	66.67%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	82.14%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	3.21	NO	2023	5/6/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.91	YES	2023	5/6/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	1/23/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	30.00%	NO	2023	1/23/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	22.22% 88.89% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Garfield District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Gateway Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	9.09%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	8.33%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	9.09%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	32.81%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	38.99%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	26.05%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	25.53%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	94.35%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.42%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	79.17%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.49	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.27	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	4/28/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2020	1/27/2021
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Gateway Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

George Washington Academy IDEA Part B Indicator Data

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	16.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	16.67%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	37.59%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	39.92%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	82.86%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	7.62%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	90.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.59	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.21	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	66.67%	NO	2023	3/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	George Washington Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Good Foundations Academy IDEA Part B Indicator Data

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	11.11%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	50.00%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	48.57%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.30%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.76%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.35	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.57	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/3/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Good Foundations Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Grand District IDEA Part B Indicator Data

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	60.00%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	32.00%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.47%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	73.08%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.21%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.92%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	7.69%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	6.25%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	7.69%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	11.76%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	33.33%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	33.33%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	29.94%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	22.60%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	19.05%	YES		

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	33.17%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	25.51%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	4.09%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	49.22%	NO		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	6.74%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.52%	YES		

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>80.65%</p> <p>0.00%</p> <p>3.23%</p>	<p>YES</p> <p>YES</p> <p>NO</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>100.00%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>66.67%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>33.33%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.70	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.66	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	11/29/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	40.00%	NO	2023	11/29/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	20.00% 53.33% 66.67%	YES NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Grand District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Granite District IDEA Part B Indicator Data

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	55.54%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	37.57%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.29%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.94%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	70.49%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.64%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.64%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.42%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	14.53%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	5.67%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.03%	NO		

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	17.85%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	4.61%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	1.80%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	1.89%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	14.29%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	17.39%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	18.87%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	2.38%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	9.78%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	17.86%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	26.36%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	26.10%	YES		

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	19.58%	YES		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	21.70%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	17.48%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	62.46%	NO		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	11.26%	NO	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	3.86%	NO		

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>66.96%</p> <p>32.40%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>86.57%</p> <p>45.31%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>82.66%</p> <p>44.27%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>83.33%</p> <p>48.96%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	83.58%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.48	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.39	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	60.00%	NO	2023	11/29/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	60.00%	NO	2023	11/29/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	14.97% 54.76% 80.61%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Granite District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Greenwood Charter School IDEA Part B Indicator Data

#	Indicator	Greenwood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Greenwood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	26.32%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	23.08%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Greenwood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	26.32%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	23.08%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	95.51%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.12%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Greenwood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Greenwood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.71%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.57	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.10	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	11/30/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Greenwood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Greenwood Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Guadalupe School IDEA Part B Indicator Data

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	13.04%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	6.52%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	95.24%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	12/6/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Guadalupe School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Hawthorn Academy IDEA Part B Indicator Data

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	12.90%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	16.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	22.58%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	8.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	100.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	36.77%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	27.29%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	33.33%	YES		

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	31.06%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	26.50%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	21.54%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	91.63%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.97%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.49%	YES		

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	74.19%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.12	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.18	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	5/31/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	6/12/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Hawthorn Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Highmark Charter School IDEA Part B Indicator Data

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	16.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	14.29%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	8.33%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	19.33%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	34.60%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	55.42%	NO		

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	27.67%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	28.89%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	38.16%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	94.12%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.35%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	82.35%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.02	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.46	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/29/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Highmark Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Ignite Entrepreneurship Academy IDEA Part B Indicator Data

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	11.11%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	11.11%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	26.39%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	54.55%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	18.89%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	38.64%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	95.89%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	80.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.04	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.59	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/31/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/29/2022
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Ignite Entrepreneurship Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Intech Collegiate Academy IDEA Part B Indicator Data

#	Indicator	Intech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	33.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	33.33%	YES		

#	Indicator	Intech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	50.00%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	50.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	41.67%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	34.73%	YES		

#	Indicator	Intech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	26.92%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	23.91%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	96.00%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Intech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Intech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	66.67%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.24	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/30/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Intech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	50.00% 50.00% 50.00%	YES NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Intech Collegiate Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Iron District IDEA Part B Indicator Data

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	83.33%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	3.57%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.64%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.25%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.64%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.04%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.33%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	8.11%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	1.45%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	5.36%	NO		

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	14.41%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	7.14%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.61%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	16.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	44.44%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	55.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	16.67%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	11.11%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	35.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	37.36%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	47.68%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	42.26%	NO		

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	39.27%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	36.90%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.64%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.43%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.18%	NO	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	82.57%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	6.84%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	2.30%	YES		

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>83.02%</p> <p>16.98%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>90.63%</p> <p>52.58%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>90.32%</p> <p>45.36%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>95.83%</p> <p>53.61%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.61%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.59	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.17	NO	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	12/6/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	50.00%	NO	2023	12/6/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	27.08% 56.25% 75.00%	YES NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Iron District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Itineris Early College High IDEA Part B Indicator Data

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	66.67%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	33.33%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	50.32%	NO		

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	42.47%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	50.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/Av	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/29/2022
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 66.67% 66.67% 66.67%	 YES YES NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Itineris Early College High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Jefferson Academy IDEA Part B Indicator Data

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.92%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.92%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	30.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	20.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	25.17%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	30.00%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.50%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.50%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	33.33%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.32	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.53	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/7/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Jefferson Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

John Hancock Charter School IDEA Part B Indicator Data

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.15%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	24.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	15.38%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	7.30%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	13.89%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	27.23%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	12.50%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.02%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.53%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.49	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.84	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	4/17/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	4/17/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	John Hancock Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Jordan District IDEA Part B Indicator Data

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	63.12%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	23.08%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.07%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.28%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.57%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.94%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.52%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.95%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.06%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	10.22%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.42%	NO		

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	24.93%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	8.25%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.37%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	3.57%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	6.67%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	25.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	10.71%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	9.72%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	22.41%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	30.78%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.99%	NO		

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	22.55%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	27.74%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	26.61%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant 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%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.05%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	74.25%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	8.64%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	5.58%	NO		

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>55.36%</p> <p>20.98%</p> <p>0.11%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>93.20%</p> <p>48.58%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>93.86%</p> <p>46.39%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	93.20%	YES	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	48.58%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	88.24%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.91	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.50	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/12/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/12/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 13.75% 63.23% 82.13%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Jordan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Juab District IDEA Part B Indicator Data

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.87%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.87%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.83%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	41.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.56%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	57.14%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	14.29%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	31.93%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	33.17%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	28.98%	YES		

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	24.33%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	33.17%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	20.10%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.72%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	7.19%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>74.29%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>61.54%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>69.23%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>69.23%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	91.89%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.03	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.31	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	75.00%	NO	2023	11/8/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	83.33%	NO	2023	11/15/2024

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	75.00%	NO	2023	11/8/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 8.33% 58.33% 83.33%	 NO NO YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Juab District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Kane District IDEA Part B Indicator Data

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	83.33%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.10%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.10%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	22.22%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	16.67%	YES		

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	40.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	8.33%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	66.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	66.67%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	66.67%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	17.95%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	66.67%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	33.83%	YES		

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	20.17%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	51.00%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	30.85%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	82.68%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.68%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.56%	YES		

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>53.33%</p> <p>6.67%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>42.86%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>14.29%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	100.00%	YES	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	42.86%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	78.79%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	4.11	YES	2023	5/1/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	6.42	YES	2023	5/1/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/21/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A ¹	N/A	2023	11/15/2024

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/2/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 40.00% 80.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Kane District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Karl G. Maeser Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	71.43%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	14.29%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.22%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.22%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	30.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	41.67%	YES		

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	33.33%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	28.14%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.25%	NO		

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	50.00%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.30%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	93.88%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	90.91%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.14	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/12/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/12/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 16.67% 66.67% 83.33%	 NO YES YES	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Karl G. Maeser Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Lakeview Academy IDEA Part B Indicator Data

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	15.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	10.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	20.00%	YES		

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	15.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	20.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	32.52%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	39.00%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	31.79%	YES		

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	37.48%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	41.00%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	18.46%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	91.30%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.90%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	80.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.53	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.61	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	12/13/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Lakeview Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Leadership Academy of Utah IDEA Part B Indicator Data

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	36.36%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	35.71%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	36.36%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	35.71%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	56.67%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	50.00%	NO		

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	22.58%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	30.91%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	78.95%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.81	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/19/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/19/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 100.00% 100.00%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Leadership Academy of Utah Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Leadership Learning Academy IDEA Part B Indicator Data

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	8.70%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	17.39%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	28.49%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	15.67%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	73.64%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.91%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	78.26%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	3.42	NO	2023	4/29/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.94	YES	2023	4/29/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/24/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Leadership Learning Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Legacy Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	23.53%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	25.00%	YES		

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	23.53%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	16.67%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	17.04%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	41.25%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	30.00%	YES		

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	21.75%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	34.62%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	29.88%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	64.43%	NO	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	72.41%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.29	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.66	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/28/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/28/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Legacy Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Lincoln Academy IDEA Part B Indicator Data

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	16.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	18.75%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	8.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	54.93%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	43.15%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	61.54%	NO		

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	49.39%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	42.71%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	43.02%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	74.31%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.92%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	68.18%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.23	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.27	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/25/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/25/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Lincoln Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Logan City District IDEA Part B Indicator Data

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	80.77%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	11.54%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.53%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.07%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.53%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.40%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	3.33%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	3.13%	NO		

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	15.87%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	3.23%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	25.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	25.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	12.50%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	26.43%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	37.18%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	34.98%	YES		

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.75%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	28.32%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	21.30%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.35%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.46%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	72.21%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	13.41%	NO	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>39.09%</p> <p>41.82%</p> <p>0.00%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>89.47%</p> <p>56.14%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>94.74%</p> <p>49.12%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>91.23%</p> <p>66.67%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	89.47%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	3.05	YES	2023	5/1/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.53	YES	2023	5/1/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/13/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/29/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 18.18% 63.64% 81.82%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Logan City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Lumen Scholar Institute IDEA Part B Indicator Data

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	87.50%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	12.50%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	42.86%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	42.86%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	20.00%	YES		

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	16.67%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	-3.33%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	27.27%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	29.09%	YES		

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	-7.01%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	13.79%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	2.68%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	90.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.20	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.56	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	12/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	12/14/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 25.00% 62.50% 100.00%	 YES NO YES	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Lumen Scholar Institute Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Mana Academy Charter School IDEA Part B Indicator Data

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	18.52%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	39.29%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	14.81%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	10.34%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.22	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	80.16	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	25.00%	NO	2023	12/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	12/14/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	0.00% 0.00% 0.00%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Mana Academy Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Maria Montessori Academy IDEA Part B Indicator Data

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	21.95%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	34.62%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	25.00%	YES		

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	14.63%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	25.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	6.67%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.46%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.56%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	59.09%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.61	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/4/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/4/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Maria Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Merit College Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	63.16%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	15.79%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.47%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	65.85%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	65.85%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	16.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	8.33%	NO		

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	18.18%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	21.66%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	26.29%	YES		

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	12.18%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	17.59%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A—	N/A	2023	9/5/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A—	N/A	2023	9/5/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	65.09%	NO		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.02	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.22	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	2/20/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	37.50%	NO	2023	2/20/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	44.44% 72.22% 77.78%	YES YES NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Merit College Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Millard District IDEA Part B Indicator Data

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	81.25%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	6.25%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.43%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.43%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.28%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	23.26%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	4.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	30.23%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	4.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	50.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	20.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	34.76%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	50.91%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	45.19%	NO		

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	37.26%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	56.00%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	36.44%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	74.29%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.25%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>14.29%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>7.14%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	84.38%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.39	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.49	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	9/1/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	10/12/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 93.75% 93.75%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Millard District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Moab Charter School IDEA Part B Indicator Data

#	Indicator	Moab Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Moab Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Moab Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	94.12%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Moab Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Moab Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.25	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/7/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Moab Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Moab Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Monticello Academy IDEA Part B Indicator Data

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.24%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.24%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	10.53%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	21.05%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	34.19%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	36.92%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.62%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	38.46%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	92.11%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.66%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	77.27%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.21	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.44	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	12/14/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Monticello Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Morgan District IDEA Part B Indicator Data

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	88.89%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	11.11%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.30%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.42%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.30%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.45%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.83%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	24.24%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	13.04%	YES		

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	15.79%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	8.33%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	31.32%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	48.15%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.06%	NO		

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	37.68%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	40.35%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	29.46%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	82.96%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	5.59%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>71.43%</p> <p>17.14%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>81.25%</p> <p>50.00%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>83.33%</p> <p>38.89%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>87.50%</p> <p>44.44%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	68.42%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.76	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.61	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	1/4/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	60.00%	NO	2023	1/4/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 8.33% 75.00% 83.33%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Morgan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Mountain Heights Academy IDEA Part B Indicator Data

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	83.87%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	12.90%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	34.38%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	20.43%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	34.38%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	19.35%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	17.65%	YES		

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	43.94%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	34.81%	YES		

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	14.93%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	23.85%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	80.48%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.33%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	90.32%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.95	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.79	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	1/11/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	17.39% 78.26% 86.96%	NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Mountain Heights Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Mountain Sunrise Academy IDEA Part B Indicator Data

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	27.27%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	-33.33%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	16.36%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	-33.33%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.24%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.94%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	58.33%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.46	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.92	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/20/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/20/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Mountain Sunrise Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Mountain View Montessori IDEA Part B Indicator Data

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	16.67%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	20.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	23.33%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	98.21%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.79%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.96%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.62	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/6/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Mountain View Montessori Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Mountain West Montessori Academy IDEA Part B Indicator Data

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	9.09%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	50.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	33.33%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	-17.74%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	31.58%	YES		

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	18.36%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	4.03%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	-8.82%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	94.29%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.86%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	81.48%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.52	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.34	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/11/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Mountain West Montessori Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Mountainville Academy IDEA Part B Indicator Data

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	23.08%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	38.46%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	35.06%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	22.72%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	96.05%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.63%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	77.78%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.29	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.31	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/23/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	6/12/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Mountainville Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Murray District IDEA Part B Indicator Data

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	59.15%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	35.21%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.60%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.24%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.50%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.70%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.29%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.57%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	13.10%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	7.02%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.17%	NO		

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	30.59%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	7.27%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	1.25%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	66.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	33.33%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	33.33%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	25.34%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	31.72%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.08%	NO		

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	18.38%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	30.34%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.60%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	1.53%	NO	2023	8/20/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	4.00%	NO	2023	8/20/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	86.46%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.42%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.12%	YES		

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>92.31%</p> <p>40.74%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>96.00%</p> <p>40.74%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>91.67%</p> <p>62.96%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	76.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.69	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.36	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/4/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 12.90% 51.61% 80.65%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Murray District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Navigator Pointe Academy IDEA Part B Indicator Data

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	38.46%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	23.08%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	12.36%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	15.25%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A _{FF}	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A _{FF}	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	75.86%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	8.62%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	69.23%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.06	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.21	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	5/2/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2020	3/15/2021
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Navigator Pointe Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Nebo District IDEA Part B Indicator Data

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	70.45%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	22.35%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.97%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.04%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.21%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.74%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	73.95%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	74.80%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	14.08%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	4.19%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.22%	NO		

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	17.58%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	5.61%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.61%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	8.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	31.11%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	28.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	12.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	18.18%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	27.32%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	32.96%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	34.70%	YES		

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	28.28%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	27.71%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	28.76%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.41%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	73.18%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.75%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.56%	YES		

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>36.24%</p> <p>48.51%</p> <p>0.00%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>96.05%</p> <p>61.28%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>96.76%</p> <p>57.32%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	96.45%	YES	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	62.50%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	81.11%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.82	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.19	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	12/8/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	9/28/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 10.48% 59.68% 74.19%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Nebo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

No. UT. Acad. for Math Engineering & Science IDEA Part B Indicator Data

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.47%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	50.00%	YES		

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	35.29%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	31.84%	YES		

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	35.04%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	91.67%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	2.08%	YES		

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	68.75%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.34	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.77	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2021	3/16/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/5/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 83.33% 100.00% 100.00%	 YES YES YES	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	No. UT. Acad. for Math Engineering & Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Noah Webster Academy IDEA Part B Indicator Data

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	21.05%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	21.05%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	31.58%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	32.90%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	50.70%	NO	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.23%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	90.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.78	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.07	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/23/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Noah Webster Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

North Davis Preparatory Academy IDEA Part B Indicator Data

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.24%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.24%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	15.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	8.33%	NO		

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	15.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	9.09%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	21.08%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	30.95%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	25.38%	YES		

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	22.11%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	2.81%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	19.23%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	96.55%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.86%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	77.78%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.17	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.71	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	10/11/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	10/11/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	North Davis Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

North Sanpete District IDEA Part B Indicator Data

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	57.89%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	31.58%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.67%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.24%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	73.13%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.67%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.18%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	73.13%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	28.57%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	8.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	13.33%	YES		

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	7.69%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	4.44%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	40.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	20.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	12.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	33.88%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	23.64%	YES		

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	29.29%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	27.36%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	16.53%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.11%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.13%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>85.42%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>38.46%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>53.85%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	100.00%	YES	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	61.54%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.61	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.22	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	3/18/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/18/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 16.67% 58.33% 91.67%	 NO NO YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	North Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

North Star Academy IDEA Part B Indicator Data

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	42.86%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	57.14%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	38.39%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	66.67%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	52.38%	NO		

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	11.61%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	46.30%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	43.90%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	80.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	80.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.79	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.84	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/30/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	North Star Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

North Summit District IDEA Part B Indicator Data

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	83.33%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	16.67%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	42.86%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	37.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.55%	NO		

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	71.43%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	12.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	9.09%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	66.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	16.46%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	18.31%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	42.92%	NO		

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	9.93%	YES		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	40.44%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	46.88%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	83.98%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.87%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>25.00%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>50.00%</p> <p>25.00%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	75.00%	NO	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	50.00%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.67%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.09	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.77	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	1/30/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	1/30/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 20.00% 80.00% 80.00%	 YES YES NO	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	North Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Odyssey Charter School IDEA Part B Indicator Data

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	36.36%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	18.18%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	26.35%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	41.14%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.68%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	93.75%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.66	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.93	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/27/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Odyssey Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Ogden City District IDEA Part B Indicator Data

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	51.72%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	24.83%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.15%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.95%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.61%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.69%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.13%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.40%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	11.71%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	3.28%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	1.64%	NO		

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	12.39%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	4.76%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	1.69%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	7.14%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	15.79%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	38.10%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	35.71%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	5.26%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	11.90%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	17.51%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	20.79%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	22.13%	YES		

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	18.71%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	12.08%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	12.23%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.70%	NO	2023	8/20/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply 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	2023	8/20/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	57.51%	NO	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	19.75%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>7.69%</p> <p>71.15%</p> <p>0.00%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>66.67%</p> <p>23.08%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>89.74%</p> <p>30.77%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>92.11%</p> <p>48.72%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	66.67%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.49	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	8.44	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/9/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 14.67% 56.00% 74.67%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Ogden City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Ogden Preparatory Academy IDEA Part B Indicator Data

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.86%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	4.17%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	13.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	15.31%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	16.28%	YES		

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	12.83%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	11.58%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	9.30%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	1.79%	NO	2023	8/20/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.74%	NO	2023	8/20/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	80.33%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	6.56%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.55%	YES		

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.40	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.09	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/31/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Ogden Preparatory Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Open Classroom IDEA Part B Indicator Data

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	30.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	30.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	10.91%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	42.86%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	4.09%	YES		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	21.43%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	68.89%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	84.62%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.84	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.20	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	5/17/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2020	4/30/2021
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Open Classroom Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Pacific Heritage Academy IDEA Part B Indicator Data

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	40.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	-15.76%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	48.28%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	-3.12%	YES		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	20.69%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.57	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.25	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	40.00%	NO	2023	2/21/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Pacific Heritage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Paradigm High School IDEA Part B Indicator Data

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	92.31%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.69%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.73%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	36.36%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	64.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	37.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	36.36%	YES		

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	25.00%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	18.75%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	1.14%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	11.01%	YES		

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	9.48%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	5.93%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	98.67%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	91.67%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.09	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.28	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	2/1/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	2/1/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	20.00% 80.00% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Paradigm High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Park City District IDEA Part B Indicator Data

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.10%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.71%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.42%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	38.46%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	15.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	18.18%	YES		

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	49.06%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	10.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	12.50%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	55.56%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	33.33%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	24.35%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	44.40%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.73%	NO		

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	21.57%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	48.75%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	28.23%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	85.75%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.75%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	1.50%	YES		

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>100.00%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>80.00%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>93.33%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	93.75%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.63	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.72	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	11/15/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	11/15/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 37.50% 75.00% 87.50%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Park City District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Pinnacle Canyon Academy IDEA Part B Indicator Data

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.89%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	8.70%	YES		

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	12.50%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	13.33%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	17.86%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	23.12%	YES		

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	7.50%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	7.14%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	18.18%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	98.20%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	1.80%	YES		

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	60.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.51	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.44	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/20/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 12.50% 62.50% 62.50%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Pinnacle Canyon Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Piute District IDEA Part B Indicator Data

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	40.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	12.50%	YES		

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	40.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	6.67%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	23.86%	YES		

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	0.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	4.55%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	97.56%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.44%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	100.00%	YES	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	0.00%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	89.47%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.93	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	12/5/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	0.00%	NO	2023	11/15/2024

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	12/5/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	20.00% 80.00% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Piute District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Promontory School of Expeditionary Learning IDEA Part B Indicator Data

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.75%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	15.38%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	14.29%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	28.57%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	24.62%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	21.61%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	12.61%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	15.38%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.22%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.26%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.36%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.15	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.17	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	3/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/26/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Promontory School of Expeditionary Learning Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Providence Hall IDEA Part B Indicator Data

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	92.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	8.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.48%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.48%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.48%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.74%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	6.25%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	5.56%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	5.00%	NO		

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	12.50%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	11.11%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.22%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	25.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	25.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	23.30%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	29.96%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	40.61%	NO		

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	32.20%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	35.92%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.46%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.22%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.50%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	73.91%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.60	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.08	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/15/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	40.00%	NO	2023	3/15/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 15.38% 84.62% 92.31%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Providence Hall Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Provo District IDEA Part B Indicator Data

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	57.25%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	9.16%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.66%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.79%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	65.22%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.66%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.62%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	67.96%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	14.65%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	5.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	2.48%	NO		

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	21.02%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	1.59%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	16.67%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	28.57%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	20.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	14.29%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	29.33%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	38.41%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	42.28%	NO		

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	31.69%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	29.39%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	27.43%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	76.58%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	12.36%	NO	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.06%	YES		

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>69.05%</p> <p>62.90%</p>	<p>NO</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>75.86%</p> <p>46.77%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	85.71%	NO	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	67.74%	YES		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	78.85%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.66	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.44	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/13/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 16.33% 56.12% 95.92%	 NO NO YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Provo District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Quest Academy IDEA Part B Indicator Data

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.21%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.47%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	13.33%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	6.67%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	6.25%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	6.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	5.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	39.42%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	49.43%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	52.50%	NO		

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	45.92%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	49.74%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	37.50%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.60%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.70%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	72.73%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.32	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.93	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/23/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Quest Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Ranches Academy IDEA Part B Indicator Data

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	20.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	32.94%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	42.75%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	93.22%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	1.69%	YES		

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	95.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.77	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Ranches Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Reagan Academy IDEA Part B Indicator Data

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	40.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	12.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	50.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	12.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	7.30%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	42.67%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	6.76%	YES		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	25.43%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	94.79%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.04%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	96.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.48	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.91	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/4/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/4/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Reagan Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Renaissance Academy IDEA Part B Indicator Data

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	28.57%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	29.86%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	46.67%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	85.71%	NO		

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	55.37%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	-30.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	70.00%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	65.98%	NO		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	9.28%	NO	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	89.29%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.47	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.82	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/25/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Renaissance Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Rich District IDEA Part B Indicator Data

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	50.00%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	61.54%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	61.54%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	50.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	66.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	10.98%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	42.42%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	55.07%	NO		

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	-0.82%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	48.57%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	35.71%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	75.86%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.45%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>60.62%</p> <p>17.50%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>66.67%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>83.33%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>66.67%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	76.19%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.68	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.72	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/25/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 100.00% 100.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Rich District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Rockwell Charter High School IDEA Part B Indicator Data

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	75.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	16.67%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	77.78%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.95%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	33.33%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.19%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	17.65%	YES		

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	14.29%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	12.58%	YES		

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	0.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	7.41%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	91.07%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	57.14%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.40	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.33	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2021	12/16/2021
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	3/31/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 100.00% 100.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Rockwell Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Roots Charter High School IDEA Part B Indicator Data

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	77.27%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	18.18%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	71.43%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	2.00%	YES		

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	1.89%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	77.78%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.33	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.27	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	2/2/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	2/2/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 6.25% 43.75% 62.50%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Roots Charter High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Salt Lake Academy High School IDEA Part B Indicator Data

#	Indicator	Salt Lake Academy High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Salt Lake Academy High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	20.20%	YES		

#	Indicator	Salt Lake Academy High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	7.69%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Salt Lake Academy High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Salt Lake Academy High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	63.64%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.49	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.83	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	88.89%	NO	2023	2/26/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Salt Lake Academy High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	2/26/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 100.00% 100.00%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Salt Lake Academy High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Salt Lake Arts Academy IDEA Part B Indicator Data

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	33.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	22.22%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	26.22%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	39.85%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	95.74%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.24	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/26/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2020	4/20/2021
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Salt Lake Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Salt Lake Center For Science Education IDEA Part B Indicator Data

#	Indicator	Salt Lake Center For Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	84.62%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	15.38%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.02%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.67%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	10.00%	YES		

#	Indicator	Salt Lake Center For Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	7.14%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	31.76%	YES		

#	Indicator	Salt Lake Center For Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	19.53%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	85.29%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	8.82%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Salt Lake Center For Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Salt Lake Center For Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	66.67%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.38	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.88	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	66.67%	NO	2023	3/4/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Salt Lake Center For Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/4/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 100.00% 100.00%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Salt Lake Center For Science Education Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Salt Lake District IDEA Part B Indicator Data

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	51.98%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	36.56%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.51%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.55%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.03%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	92.75%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.09%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.70%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	15.15%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	7.93%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.91%	NO		

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	20.96%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	6.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.92%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	20.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	17.65%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	21.43%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	5.88%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	25.70%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	29.85%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	28.75%	YES		

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.99%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	30.14%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	23.07%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant 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%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	61.33%	NO		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	17.18%	NO	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.33%	YES		

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>84.38%</p> <p>38.46%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>76.92%</p> <p>38.46%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>76.92%</p> <p>36.92%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.84%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.84	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.11	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	7/17/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	10/12/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 14.56% 66.02% 83.50%	 NO NO YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Salt Lake District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Salt Lake School for the Performing Arts IDEA Part B Indicator Data

#	Indicator	Salt Lake School for the Performing Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Salt Lake School for the Performing Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	32.35%	YES		

#	Indicator	Salt Lake School for the Performing Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	22.22%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	76.47%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Salt Lake School for the Performing Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Salt Lake School for the Performing Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	50.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.68	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/Av	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Salt Lake School for the Performing Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	88.89%	NO	2023	3/25/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	100.00% 100.00% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Salt Lake School for the Performing Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

San Juan District IDEA Part B Indicator Data

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	86.84%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.86%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.57%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.12%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.86%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.57%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.25%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	3.57%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	3.08%	NO		

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	3.57%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	3.23%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	25.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	23.75%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	25.21%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	26.35%	YES		

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	33.54%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	20.12%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	16.13%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A—	N/A	2023	9/5/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A—	N/A	2023	9/5/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	84.68%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	4.05%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>69.77%</p> <p>28.68%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>45.45%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>90.91%</p> <p>45.45%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>88.89%</p> <p>54.55%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	71.43%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.12	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.61	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	3/5/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/5/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 33.33% 66.67% 88.89%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	San Juan District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Scholar Academy IDEA Part B Indicator Data

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	83.33%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	22.22%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	10.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	11.11%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	0.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	3.20%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	<p>Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.</p> <p>Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.</p> <p>Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.</p>	<p>$\leq 24.98\%$</p> <p>$\leq 30.35\%$</p> <p>$\leq 26.11\%$</p>	<p>11.43%</p> <p>22.22%</p> <p>N/A+</p>	<p>YES</p> <p>YES</p> <p>N/A</p>	2023	1/17/2025
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	<p>A. Percent of students who are served inside the regular class 80% or more of the day.</p> <p>B. Percent of students who are served inside the regular class less than 40% of the day.</p> <p>C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.</p>	<p>$\geq 66.47\%$</p> <p>$\leq 9.16\%$</p> <p>$\leq 2.75\%$</p>	<p>91.92%</p> <p>1.01%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	73.33%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.80	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.88	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/6/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/6/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Scholar Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Sevier District IDEA Part B Indicator Data

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	75.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	15.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.33%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.33%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.91%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	14.55%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	3.23%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.23%	NO		

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	18.18%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	4.05%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	66.67%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	50.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	50.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	32.05%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	48.59%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.77%	NO		

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	42.01%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	37.27%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.82%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.92%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.20%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.15%	YES		

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>76.00%</p> <p>24.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>82.76%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>68.97%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>82.76%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	72.41%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.47	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.56	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	3/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	3/13/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 38.46% 84.62% 84.62%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Sevier District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Soldier Hollow Charter School IDEA Part B Indicator Data

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.57%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	45.45%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	66.67%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	21.22%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	21.43%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	5.55%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	65.00%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.94	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	5/30/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Soldier Hollow Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

South Sanpete District IDEA Part B Indicator Data

#	Indicator	South Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	42.86%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	7.14%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.07%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.57%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.07%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.57%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	19.15%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	8.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	3.33%	NO		

#	Indicator	South Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	25.53%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	0.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	26.81%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	46.04%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	35.86%	YES		

#	Indicator	South Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.53%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	38.56%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	27.92%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	84.26%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	3.94%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.23%	YES		

#	Indicator	South Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>80.77%</p> <p>38.46%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>80.77%</p> <p>26.92%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024

#	Indicator	South Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>84.62%</p> <p>38.46%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	73.91%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	3.35	NO	2023	4/29/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.82	YES	2023	4/29/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/31/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	South Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 26.67% 60.00% 66.67%	 YES NO NO	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	South Sanpete District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

South Summit District IDEA Part B Indicator Data

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	90.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.25%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.25%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	9.52%	YES		

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	11.11%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	40.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	20.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	47.06%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	43.64%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.34%	NO		

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	24.50%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	42.10%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	21.51%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	91.28%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.16%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>44.29%</p> <p>55.71%</p> <p>0.00%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>100.00%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	100.00%	YES	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	0.00%	NO		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	79.41%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.18	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.68	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/1/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 16.67% 66.67% 66.67%	 NO YES NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	South Summit District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Spectrum Academy IDEA Part B Indicator Data

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	79.21%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	5.94%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	98.88%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.51%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.71%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.75%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.51%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.71%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	24.24%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	26.92%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	26.14%	YES		

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	21.54%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	12.82%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	9.15%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	9.09%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	29.03%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	27.08%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	27.27%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	3.23%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	14.58%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	3.26%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	6.41%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	7.19%	YES		

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	5.04%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	3.48%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	3.82%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.30%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.28%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	70.59%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	24.56%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.31%	YES		

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	79.69%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.14	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.85	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/20/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	70.00%	NO	2023	3/20/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 12.50% 62.50% 79.17%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Spectrum Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

St. George Academy IDEA Part B Indicator Data

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	45.45%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	36.36%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.62%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	57.14%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	50.00%	NO		

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	52.94%	NO	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	30.65%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	89.74%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	81.82%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.28	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.17	NO	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/1/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 25.00% 25.00% 75.00%	 YES NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	St. George Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Success Academy IDEA Part B Indicator Data

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	33.33%	YES		

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	66.67%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	42.53%	NO		

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	-6.08%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/Av	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	9/18/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Success Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Summit Academy IDEA Part B Indicator Data

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	69.23%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	30.77%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.30%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.73%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	97.06%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.65%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	18.75%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	9.52%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	16.67%	YES		

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	18.18%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	18.18%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	4.17%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	20.06%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	41.81%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	33.09%	YES		

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	27.14%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	32.79%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	20.10%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A—	N/A	2023	9/5/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A—	N/A	2023	9/5/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.76%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.25%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	70.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.90	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.56	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	4/17/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	4/17/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	40.00% 60.00% 90.00%	YES NO YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Summit Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Syracuse Arts Academy IDEA Part B Indicator Data

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.45%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	95.45%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	31.43%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	8.70%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	4.76%	NO		

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	40.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	13.04%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	9.52%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	28.90%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	36.23%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	45.63%	NO		

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	28.48%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	48.27%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	42.79%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	81.59%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.59%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	95.45%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.60	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.99	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	88.89%	NO	2023	3/14/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	30.00%	NO	2023	3/14/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Syracuse Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Terra Academy IDEA Part B Indicator Data

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	55.56%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	42.86%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	28.57%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	30.77%	YES		

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	42.86%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	28.57%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	23.08%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	33.33%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	10.20%	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	15.87%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	27.04%	YES		

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	18.36%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	20.32%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	9.18%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	81.45%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.48%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	83.33%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.54	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.22	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/8/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/8/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 20.00% 20.00%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Terra Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

The Center for Creativity, Innovation & Discovery IDEA Part B Indicator Data

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	0.00%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	100.00%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	60.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	9.09%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	9.09%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	34.50%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	40.74%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	37.06%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	34.62%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	95.06%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.47%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	1.23%	YES		

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	68.18%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.31	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.07	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/13/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/13/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	The Center for Creativity, Innovation & Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Thomas Edison IDEA Part B Indicator Data

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.30%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	96.30%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	23.08%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	25.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	26.92%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	15.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	34.68%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	43.46%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	39.17%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	42.26%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	90.04%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	94.29%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.88	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.52	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/2/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Thomas Edison Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Timpanogos Academy IDEA Part B Indicator Data

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	30.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	30.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	5.19%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	18.15%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	79.49%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.28%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.44	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.27	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/18/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Timpanogos Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Tintic District IDEA Part B Indicator Data

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	40.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	33.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	-2.56%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	36.59%	NO		

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	5.13%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	24.39%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	92.50%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	7.50%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>100.00%</p> <p>33.33%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>100.00%</p> <p>33.33%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>33.33%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.73	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	0.00%	NO	2023	11/15/2024

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	33.33%	NO	2023	3/11/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	80.00% 100.00% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Tintic District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Tooele District IDEA Part B Indicator Data

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	48.54%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	38.01%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.39%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.45%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.64%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.21%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	12.05%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	6.54%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.32%	NO		

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	11.90%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	5.66%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	3.32%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	7.14%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	36.36%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	32.35%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	28.57%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	9.09%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	8.82%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	20.40%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	28.34%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	27.16%	YES		

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	22.04%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	36.26%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	20.67%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.46%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	3.51%	NO	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	80.74%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	6.46%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.22%	YES		

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>49.00%</p> <p>39.00%</p> <p>0.00%</p>	<p>YES</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>87.27%</p> <p>17.86%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>92.86%</p> <p>7.14%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>85.71%</p> <p>19.64%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	56.25%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.75	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.18	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	98.18%	NO	2023	11/15/2024

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	80.00%	NO	2023	3/11/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	14.00% 58.00% 79.00%	NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Tooele District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Treeside Charter IDEA Part B Indicator Data

#	Indicator	Treeside Charter Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.00%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	12.50%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Treeside Charter Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	22.22%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	24.34%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Treeside Charter Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	16.24%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	89.29%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	5.36%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Treeside Charter Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Treeside Charter Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	33.33%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.06	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.55	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	60.00%	NO	2023	3/11/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Treeside Charter Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Treeside Charter Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Uintah District IDEA Part B Indicator Data

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	50.00%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	42.31%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.36%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.80%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.70%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.43%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.94%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	79.25%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	13.33%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.25%	NO		

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	21.05%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	1.96%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	6.33%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	11.11%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	50.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	80.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	60.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	31.07%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	41.74%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	37.89%	NO		

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	29.88%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	36.18%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	31.46%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant 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%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.32%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	71.52%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.34%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>3.65%</p> <p>88.32%</p> <p>0.00%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>98.36%</p> <p>65.67%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>96.88%</p> <p>59.70%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>100.00%</p> <p>70.15%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	78.72%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.24	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	4.93	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	75.00%	NO	2023	10/25/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	30.77%	NO	2023	10/25/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	16.13% 70.97% 83.87%	NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Uintah District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Uintah River High IDEA Part B Indicator Data

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	16.00%	YES		

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	4.35%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	N/A∅	N/A	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	50.00%	NO	2023	3/14/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	0.00%	NO	2023	3/14/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 100.00% 100.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Uintah River High Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah Arts Academy IDEA Part B Indicator Data

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	54.55%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	52.44%	NO		

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	15.58%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	82.61%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	17.39%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	50.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/Av	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	10.00%	NO	2023	3/21/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/An N/An N/An	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah Arts Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah Career Path High School IDEA Part B Indicator Data

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	57.14%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	28.57%	NO	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	42.86%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	66.67%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	20.00%	YES		

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	19.58%	YES		

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	14.58%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	89.74%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	7.69%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.18	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	5/18/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 100.00% 100.00%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah Career Path High School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah Connections Academy IDEA Part B Indicator Data

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	85.71%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	14.29%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.92%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	70.59%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	58.82%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.92%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	70.59%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	58.82%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	12.50%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	10.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	12.50%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	50.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	50.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	15.71%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	32.50%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	42.34%	NO		

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	10.58%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	12.82%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	27.41%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	89.58%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.42%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	81.48%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.37	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.24	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/7/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 50.00% 100.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah Connections Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah County Academy Of Science IDEA Part B Indicator Data

#	Indicator	Utah County Academy Of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	50.00%	YES		

#	Indicator	Utah County Academy Of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	100.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	22.43%	YES		

#	Indicator	Utah County Academy Of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	-25.41%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Utah County Academy Of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Utah County Academy Of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	75.00%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/1/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Utah County Academy Of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	6/12/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 0.00% 0.00%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah County Academy Of Science Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah International Charter School IDEA Part B Indicator Data

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	50.00%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	2.41%	YES		

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	0.00%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	77.78%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	1/2/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	33.33% 66.67% 100.00%	YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah International Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah Military Academy IDEA Part B Indicator Data

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	94.12%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	5.88%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.04%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.19%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	2.17%	NO		

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.22%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	100.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	20.97%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	17.91%	YES		

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	8.62%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	11.21%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	1.72%	NO	2023	8/20/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	8/20/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.86%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.86%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	47.62%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.12	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.39	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	41.67%	NO	2023	9/26/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 80.00% 100.00%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah Military Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah Schools for Deaf & Blind IDEA Part B Indicator Data

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	80.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	10.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	5.88%	NO		

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	10.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	20.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	100.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	20.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	0.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	0.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	0.00%	YES		

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	0.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	0.00%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	0.00%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	N/A×	N/A	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	N/A×	N/A		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	N/A×	N/A		

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A×</p> <p>N/A×</p> <p>N/A×</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>96.77%</p> <p>43.75%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>93.55%</p> <p>40.63%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>96.88%</p> <p>43.75%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	86.49%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.02	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 16.67% 16.67% 16.67%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah Schools for Deaf & Blind Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Utah Virtual Academy IDEA Part B Indicator Data

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	77.55%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	12.24%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	65.22%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	44.12%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	35.58%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	69.57%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	38.24%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	36.54%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	7.69%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.06%	NO		

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.94%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	75.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	25.00%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	20.52%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	32.23%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	33.46%	YES		

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	10.71%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	23.48%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	9.48%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	81.95%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	11.46%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	88.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.80	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.87	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/14/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 26.32% 57.89% 73.68%	 YES NO NO	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Utah Virtual Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Valley Academy IDEA Part B Indicator Data

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	33.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	33.33%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	25.60%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	20.96%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.60%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	45.71%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	91.67%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.25	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.13	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/27/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Valley Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Vanguard Academy IDEA Part B Indicator Data

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	33.33%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	66.67%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	14.29%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	50.00%	YES	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A		
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	18.46%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	48.45%	NO		

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	1.22%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	43.69%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	85.00%	YES		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.00%	NO	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.71%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/14/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/14/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 50.00% 100.00% 100.00%	 YES YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Vanguard Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Venture Academy IDEA Part B Indicator Data

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	75.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	8.33%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	86.36%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	88.37%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	21.43%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	28.57%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	7.69%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	50.00%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	14.13%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	35.71%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	35.03%	YES		

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	9.21%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	22.67%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	17.24%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	93.22%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	67.86%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.18	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.43	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/21/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/21/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 75.00% 75.00% 87.50%	 YES YES YES	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Venture Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Vista School IDEA Part B Indicator Data

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.73%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.74%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	23.53%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	33.33%	YES		

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	17.65%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	12.50%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	20.00%	YES		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	14.21%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	52.53%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	26.67%	YES		

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	14.43%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	30.50%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	17.10%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	94.93%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.45%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	74.19%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.67	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.74	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/25/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	33.33%	NO	2023	3/25/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Vista School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Voyage Academy IDEA Part B Indicator Data

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	15.79%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	47.37%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	32.89%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	13.16%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	70.37%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.05	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.02	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Voyage Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Walden School Of Liberal Arts IDEA Part B Indicator Data

#	Indicator	Walden School Of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	72.73%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	58.33%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	63.64%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.50%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	12.50%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	42.86%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	0.00%	NO		

#	Indicator	Walden School Of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	14.29%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	14.29%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	30.98%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	23.81%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	43.33%	NO		

#	Indicator	Walden School Of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	9.52%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	29.04%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	12.50%	YES		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	98.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Walden School Of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Walden School Of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.71%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.54	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	60.00%	NO	2023	3/21/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Walden School Of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	50.00%	NO	2023	3/21/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/An N/An N/An	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Walden School Of Liberal Arts Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Wallace Stegner Academy IDEA Part B Indicator Data

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.44%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	26.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	20.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	0.00%	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	16.73%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	24.12%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	18.57%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	43.49%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	76.82%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.32%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	80.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.15	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.88	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/9/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Wallace Stegner Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Wasatch District IDEA Part B Indicator Data

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	69.77%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	11.63%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.48%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.09%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.82%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.48%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.09%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.61%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.83%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	15.38%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	6.25%	NO		

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	11.54%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	3.17%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	20.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	22.22%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	25.00%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	20.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	0.00%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	36.18%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	41.84%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	48.99%	NO		

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	41.60%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	39.32%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	38.63%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	87.55%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	2.86%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.14%	YES		

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>84.62%</p> <p>53.33%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>96.30%</p> <p>50.00%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>84.62%</p> <p>53.33%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	85.00%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.25	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	3.73	NO	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	11/2/2022
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/4/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 8.33% 83.33% 100.00%	 NO YES YES	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Wasatch District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Wasatch Peak Academy IDEA Part B Indicator Data

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	28.57%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	28.57%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	29.32%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	31.96%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	93.48%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	90.63%	YES	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.72	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.70	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	3/24/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Wasatch Peak Academy Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Wasatch Waldorf Charter School IDEA Part B Indicator Data

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	91.67%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	25.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	11.11%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	100.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	13.60%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	29.63%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	17.86%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	27.78%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	88.04%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	1.09%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	76.47%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.18	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.53	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	2/16/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A [⊥]	N/A	2023	11/15/2024

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 N/A + N/A + N/A +	 N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Wasatch Waldorf Charter School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Washington District IDEA Part B Indicator Data

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	65.63%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	11.55%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.97%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	84.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	78.18%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	90.95%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	81.77%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	76.05%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	19.02%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	9.85%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	8.64%	YES		

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	22.89%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	12.45%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	3.13%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	12.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	46.67%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	51.67%	YES		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	24.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	30.00%	YES		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	28.33%	YES		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	25.81%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	41.41%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	42.59%	NO		

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	29.03%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	35.86%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	36.16%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.07%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.10%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	83.23%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	5.89%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	1.91%	YES		

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>67.77%</p> <p>12.80%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>92.12%</p> <p>65.24%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>90.63%</p> <p>56.22%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>94.87%</p> <p>71.24%</p>	<p>YES</p> <p>YES</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	70.31%	NO	2023	10/29/2024
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	2.39	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	5.36	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	6/6/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2022	8/31/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 14.88% 61.90% 74.40%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Washington District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Wayne District IDEA Part B Indicator Data

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	100.00%	YES	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	0.00%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	85.71%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	16.67%	YES		

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	0.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	0.00%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	64.86%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	32.35%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	33.33%	YES		

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	59.46%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	38.24%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	29.79%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	N/A~	N/A	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	N/A~	N/A	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	89.83%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>100.00%</p> <p>0.00%</p> <p>0.00%</p>	<p>YES</p> <p>YES</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	83.33%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.01	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.61	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	90.00%	NO	2023	3/28/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior 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	2023	11/15/2024

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	40.00%	NO	2023	3/28/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 66.67% 66.67% 66.67%	 YES YES NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Wayne District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Weber District IDEA Part B Indicator Data

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	59.20%	NO	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	17.60%	YES	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	93.90%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	89.05%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	80.41%	NO		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	94.12%	NO	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	87.41%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	82.10%	NO		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	17.87%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	3.07%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	3.13%	NO		

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	26.93%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	2.65%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	2.13%	NO		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	8.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	20.83%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	26.42%	NO		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	28.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	4.17%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	11.11%	NO		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	24.29%	NO	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	31.69%	YES		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	35.93%	YES		

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	25.44%	NO		
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	29.32%	YES	2023	1/17/2025
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	26.26%	NO		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant 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%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.30%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	63.24%	NO		
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	8.29%	YES	2023	12/1/2023
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	2.02%	YES		

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>14.43%</p> <p>59.11%</p> <p>0.00%</p>	<p>NO</p> <p>NO</p> <p>YES</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>92.59%</p> <p>46.55%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>91.30%</p> <p>39.66%</p>	<p>YES</p> <p>NO</p>	2023	6/30/2024

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>87.85%</p> <p>44.83%</p>	<p>NO</p> <p>NO</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	74.07%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.52	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	2.86	YES	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	3/28/2024
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	95.06%	NO	2023	11/15/2024

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	20.00%	NO	2023	3/28/2024
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 10.98% 54.88% 73.17%	 NO NO NO	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Weber District Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Weilenmann School Of Discovery IDEA Part B Indicator Data

#	Indicator	Weilenmann School Of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	100.00%	YES	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	75.00%	NO		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	20.00%	YES	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Weilenmann School Of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	20.00%	NO	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	0.00%	NO		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	22.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	44.83%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Weilenmann School Of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	8.00%	YES	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	50.00%	NO		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	72.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	10.00%	NO		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Weilenmann School Of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Weilenmann School Of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 90.15%	N/A•	N/A	2023	6/30/2024
		2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.	≥ 67.58%	N/A•	N/A		
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	100.00%	YES	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	1.31	YES	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	75.00%	NO	2023	12/11/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Weilenmann School Of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	N/A ^v	N/A	N/A	N/A
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	≥ 18.97% ≥ 66.13% ≥ 83.03%	N/A + N/A + N/A +	N/A N/A N/A	2023	1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Weilenmann School Of Discovery Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024

Winter Sports School IDEA Part B Indicator Data

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
1	Graduation	Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma.	≥ 69.43%	N/A*	N/A	2023	12/24/2024
2	Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	≤ 23.35%	N/A*	N/A	2023	12/24/2024
3A	Reading	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3A	Math	Participation rate of grade 4 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A	2023	1/17/2025
		Participation rate of grade 8 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
		Participation rate of grades 9 and 10 students with IEPs in regular and alternate state assessments.	≥ 95.00%	N/A^	N/A		
3B	Reading	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	≥ 15.00%	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	≥ 8.03%	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	≥ 8.48%	N/A^	N/A		

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3B	Math	Proficiency rate of grade 4 students with IEPs against grade level academic achievement standards.	$\geq 20.09\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against grade level academic achievement standards.	$\geq 6.28\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against grade level academic achievement standards.	$\geq 4.20\%$	N/A^	N/A		
3C	Reading	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 15.28\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 24.09\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 27.77\%$	N/A^	N/A		
3C	Math	Proficiency rate of grade 4 students with IEPs against alternate academic achievement standards.	$\geq 31.68\%$	N/A^	N/A	2023	1/17/2025
		Proficiency rate of grade 8 students with IEPs against alternate academic achievement standards.	$\geq 6.53\%$	N/A^	N/A		
		Proficiency rate of grades 9 and 10 students with IEPs against alternate academic achievement standards.	$\geq 14.31\%$	N/A^	N/A		
3D	Reading	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 23.07\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 35.39\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 36.03\%$	N/A+	N/A		

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
3D	Math	Gap in proficiency rates for grade 4 students with IEPs and all grade 4 students against grade level academic achievement standards.	$\leq 24.98\%$	N/A+	N/A	2023	1/17/2025
		Gap in proficiency rates for grade 8 students with IEPs and all grade 8 students against grade level academic achievement standards.	$\leq 30.35\%$	N/A+	N/A		
		Gap in proficiency rates for grades 9 and 10 students with IEPs and all grades 9 and 10 students against grade level academic achievement standards.	$\leq 26.11\%$	N/A+	N/A		
4A	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	2023	5/1/2024
4B	Suspension/ Expulsion	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	2023	5/1/2024
5	Education Environments (students with IEPs aged 5 in kindergarten and aged 6–21)	A. Percent of students who are served inside the regular class 80% or more of the day.	$\geq 66.47\%$	100.00%	YES	2023	12/1/2023
		B. Percent of students who are served inside the regular class less than 40% of the day.	$\leq 9.16\%$	0.00%	YES		
		C. Percent of students who are served in separate schools, residential facilities, or homebound/hospital placements.	$\leq 2.75\%$	0.00%	YES		

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
6	Preschool Environments (students with IEPs aged 3–5 in a preschool program)	<p>A. Percent of students who are attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p> <p>B. Percent of students who are attending a separate special education class, separate school or residential facility.</p> <p>C. Percent of students who are receiving special education and related services in the home.</p>	<p>≥ 48.65%</p> <p>≤ 32.00%</p> <p>≤ 0.29%</p>	<p>N/A`</p> <p>N/A`</p> <p>N/A`</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	2023	12/1/2023
7A	Positive Social-Emotional Skills (including social relationships)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.02%</p> <p>≥ 56.85%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
7B	Acquisition and Use of Knowledge and Skills (including early language/ communication and early literacy)	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 89.06%</p> <p>≥ 49.11%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
7C	Use of Appropriate Behaviors to Meet Needs	<p>1. Percent of preschool students aged 3–5 with IEPs who entered the preschool program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. Percent of preschool students aged 3–5 with IEPs who were functioning within age expectations by the time they turned 6 years of age or exited the program.</p>	<p>≥ 90.15%</p> <p>≥ 67.58%</p>	<p>N/A•</p> <p>N/A•</p>	<p>N/A</p> <p>N/A</p>	2023	6/30/2024
8	Parent Involvement	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	FFY 2023: ≥ 78.79% FFY 2022: ≥ 78.58%	0.00%	NO	2022	12/13/2023
9	Disproportionate Representation by Race/Ethnicity	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
10	Disproportionate Representation by Race/Ethnicity and Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	N/A~	N/A	2023	2/12/2024
11	Evaluation in 60 Days (State established timeline is 45 school days)	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	9/14/2023
12	Transition from Part C to Part B	Percent of students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100.00%	N/A⊥	N/A	2023	11/15/2024

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
13	Transition Planning on IEP by Age 16 (Transition age for Utah is 14; data includes all students age 14+)	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	FFY 2023: 100.00% FFY 2022: 100.00% FFY 2021: 100.00% FFY 2020: 100.00%	100.00%	YES	2023	9/14/2023
14	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and: A. Were enrolled in higher education within one year of leaving high school. B. Were enrolled in higher education or competitively employed within one year of leaving high school. C. Were enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	 ≥ 18.97% ≥ 66.13% ≥ 83.03%	 0.00% 100.00% 100.00%	 NO YES YES	 2023	 1/15/2025
15	Resolution Sessions	Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. As the State total was less than 10, there is no requirement to report on this indicator.	N/A	N/A~	N/A	2023	6/30/2024

#	Indicator	Winter Sports School Measurement	State Target	LEA Data	LEA Met Target	FFY of Data	Date Data Obtained
16	Mediations	Percent of mediations held that resulted in mediation agreements.	≥ 61.00%	N/A~	N/A	2023	6/30/2024