

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B  
for STATE FORMULA GRANT PROGRAMS under the Individuals with  
Disabilities Education Act**

**For reporting on  
FFY 2023**

**Utah**



**PART B DUE February 3, 2025**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

# Introduction

## Intro – Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

## Intro - Indicator Data

### Intro – Executive Summary

In FFY 2023, Utah met 20 of 52 targets of the applicable Part B State Performance Plan/Annual Performance Report (SPP/APR) indicators. These included indicators measuring dropout, proficiency, gaps in proficiency, school age environments, preschool environments, preschool outcomes, dispute resolution, state systemic improvement, and correction of noncompliance.

All FFY 2023 indicator data has been reviewed extensively by the Utah State Board of Education (USBE) to ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities (SWD) by linking local education agency (LEA) data to improvement efforts.

Indicators 4, 9, and 10 were reviewed and researched extensively during FFY 2021. The IDEA Data Center (IDC) helped the USBE redetermine calculations, more appropriately identify LEAs, and improve the process for ensuring compliance. The change in calculation helped the USBE take a deeper look at discipline and disproportionate representation, and this led to increases in identification and the inability to meet targets. Utah regrets that we were unable to meet these targets but considers it more important to accurately identify and support needs within the LEAs.

Student outcomes and environments are the areas of focus that USBE targeted in FFY 2023 through an inclusion symposium targeted at helping LEAs to focus on data and create action plans for including students with disabilities more effectively.

The USBE introduced educational benefit reviews (EBR) to LEAs this year. The intent is to increase the understanding of progress over time and the importance of improving individualized education program (IEP) development and implementation to improve student outcomes.

The USBE continues to target postsecondary transition through the state systemic improvement plan (SSIP), a new postsecondary transition website (<https://utahtransitionelevated.org/>), and a variety of initiatives outlined in the SPP/APR.

Utah values the findings of this SPP/APR and continues to align efforts and budgets to address those areas most impactful to student outcomes.

## Intro – Additional information related to data collection and reporting

In addition to the monitoring processes discussed below, the USBE collects, reviews, and analyzes the following data to improve performance and ensure compliance with IDEA requirements:

- Indicators 1, 2, 3, 5, 6, attendance, student demographics, and student participation in Extended School Year (ESY) services collected through Utah eTranscript and Record Exchange (UTREx) and reviewed on Data Gateway.
- Indicator 7 collected and reviewed in the Utah Preschool Outcomes Data (UPOD) portion of the Utah Program Improvement Planning System (UPIPS) tool.
- Indicator 8 collected through a survey that is reviewed periodically and when the survey is finalized.
- Indicator 14 collected through the Utah Post School Outcomes Survey that is reviewed periodically and when the survey is finalized.

**Number of Districts in your State/Territory during reporting year**

155

## Intro – General Supervision System

The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions). Include a description of all the mechanisms the State uses to identify and verify correction of noncompliance and improve results. This should include, but not be limited to, State monitoring, State database/data system, dispute resolution, fiscal management systems as well as other mechanisms through which the State is able to determine compliance and/or issue written findings of noncompliance. The State should include the following elements:

**Describe the process the State uses to select LEAs for monitoring, the schedule, and number of LEAs monitored per year.**

The IDEA Part B and the USBE Special Education Rules (Rules) state the USBE has the responsibility of monitoring compliance with federal and state requirements (20 U.S.C. § 1400; Rules VIII.C.-D.). The primary focus is improving educational results and functional outcomes for all SWD (Rules VIII.C.3.).

The General Supervision system is based on the following components:

- **Continuity:** Monitoring is continuous rather than episodic, is linked to systemic change, and is integrated with self-assessment and continuous feedback.
- **Partnership with Stakeholders:** The USBE and LEA collaborate with diverse stakeholders in collection and analysis of self-assessment data; identification of critical issues and solutions to problems; and development, implementation, and oversight of improvement strategies to ensure compliance and improved results for SWD.
- **LEA Accountability:** LEAs identify strengths and concerns based on data analysis; identify, implement, and revise strategies for program improvement.

- Data-Driven: Each LEA works with stakeholders to design and implement a self-assessment and root cause analysis process to review and improve outcomes for SWD using data that align with both the USBE's, and the LEA's performance goals and the SPP/APR indicators.
- Continuous Technical Assistance (TA): The USBE provides TA and professional learning (PL).

The USBE systematically monitors and supports compliance with requirements by LEAs. This system aligns with the federal Office of Special Education Programs' (OSEP's) system to monitor states. General supervision encompasses external monitoring by the USBE and internal monitoring by the LEAs. The purpose is to ensure a meaningful and continuous process that focuses on improving academic and social outcomes for SWD by linking LEA data to improvement efforts and ensuring compliance with the IDEA. This data-driven approach to monitoring provides a systematic way for the USBE and the LEA to evaluate the impact special education services have on student achievement and outcomes.

- For program monitoring, the USBE reviews multiple factors including, but not limited to length of time between visits, individual LEA determinations, dispute resolution, credible allegation investigations, fiscal concerns, specific populations (e.g., youth in care/custody, English Language Learners, homeless students), to select at least 26 LEAs to monitor during the year. This ensures all LEAs receive an onsite visit with comprehensive student file reviews, staff interviews, observations of student instruction, and student focus groups at least once during a six-year cycle.
- Fiscal monitoring occurs in conjunction with program monitoring in the same LEAs. Virtual meetings are held with the LEA special education director and business administrator for interviews and to review fiscal records.
- For Indicator 4, the USBE uses the discipline data reported by each LEA to calculate LEA rates of suspension/expulsion for SWD as well as for each racial/ethnic group. LEAs with a rate that meets or exceeds 5x the State-level rate for SWD overall and/or for one or more racial/ethnic group(s) are identified as having a significant discrepancy and are required to complete a self-assessment that includes a review of LEA policies, procedures, and practices related to discipline as well as individual student file reviews. The USBE reviews the self-assessments through desk monitoring.
- For Indicators 9 and 10, the USBE uses the child count data reported by each LEA to calculate risk of specific racial/ethnic groups being identified for special education as well as risk of SWD of specific racial/ethnic groups being identified for specific disability categories. LEAs with a risk ratio that meets or exceeds 3.00 are required to complete a self-assessment that includes a review of LEA policies, procedures, and practices as well as individual student file reviews. The USBE reviews the self-assessments through desk monitoring.
- Indicator 11 is monitored during program monitoring visits as well as during virtual file reviews focused specifically on initial evaluation timeline compliance (Indicator 11 reviews). In FFY 2023, LEAs were split into two rotating cohorts as described in Indicator 11 of the SPP/APR. Starting in FFY 2024, LEAs are split into three rotating cohorts through a statistical analysis as described in Indicator 11. The four largest LEAs will receive an Indicator 11 review every other year. When an LEA is chosen for a program monitoring visit the same year the LEA's cohort is scheduled to Indicator 11 reviews, the data for that LEA will be collected during the program monitoring visit, and the LEA will not receive a separate Indicator 11 review.

- For Indicator 12, the USBE uses the transition data reported by the LEAs to calculate the number of IEPs implemented by eligible students' third birthdays. The LEAs with less than a 100% implementation rate received an onsite visit from the USBE within six months of identification to ensure the missing IEPs were being implemented and students were receiving a free appropriate public education (FAPE).
- Indicator 13 is monitored during program monitoring visits as well as during virtual file reviews focused specifically on postsecondary transition plan compliance (Indicator 13 reviews). In FFY 2023, LEAs were split into the same two rotating cohorts as Indicator 11. Starting in FFY 2024, LEAs are split into the same three rotating cohorts as Indicator 11 with the four largest LEAs receiving an Indicator 13 review every other year. As with Indicator 11, if an LEA is chosen for a program monitoring visit the same year the LEA's cohort is scheduled for an Indicator 13 review, the data will be collected during the program monitoring visit, and the LEA will not receive a separate Indicator 13 review.
- For alternate assessment monitoring (1%), the USBE uses the alternate assessment participation data reported by each LEA to identify LEAs assessing over 1% of their special education population on the alternate assessment. These LEAs are required to submit a justification letter. The USBE reviews the justification letters and selects a sample of LEAs to provide files for the USBE to conduct a desk monitoring review. using the UPIPS tool.
- For significant disproportionality monitoring, the USBE uses the child count and discipline data reported by each LEA to calculate rates of identification, placement, and removals. LEAs with a rate that meets or exceeds 7.00 for the first time or for the second consecutive year without sufficient progress receive a notification letter from USBE that they are at risk for significant disproportionality. The notification letter recommends conducting a root cause analysis and considering the use of coordinated early intervening services (CEIS). LEAs with a rate that meets or exceeds 7.00 for the third consecutive year without sufficient progress receive a notification letter from the USBE that they have been identified as having significant disproportionality and are required to conduct a root cause analysis and develop a comprehensive coordinated early intervening services (CCEIS) plan based on the outcome of the analysis. CEIS and CCEIS plans are approved by the USBE for fiscal and program requirements. CEIS and CCEIS are monitored as part of program monitoring.

**Describe how student files are chosen, including the number of student files that are selected, as part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified compliance.**

The total number of files required for each LEA selected for a program monitoring visit to provide is determined by a statistical analysis of the size of the SWD population in each of the selected LEAs. Each LEA is required to provide a minimum of 10 files for review. If the LEA does not have 10 files, the USBE will review all the files available. LEAs are required to provide 10 files each for Indicator 11 and Indicator 13 reviews. If the LEA does not have 10 files for one or both indicators, all files available for the indicator(s) will be reviewed.

The USBE selects some of the files and the LEA selects some of the files in program monitoring visits and in Indicator 11 and Indicator 13 reviews. The USBE requires a variety of disability categories, grades, languages, races/ethnicities, genders, and special populations (e.g., youth in

care, migrant students, homeless populations) when available. When an LEA has multiple case managers, USBE requires the LEA to provide one to two files per case manager.

The USBE uses the student files identified in the data for reviews related to suspension and expulsion, disproportionate representation, early childhood transition, and the alternate assessment. In most cases, the number of files is small, and all files identified through the data are reviewed. When more than 10 students are identified in the data, the USBE will review at least 10 files for compliance. If a pattern of noncompliance is identified during the review, all files will be reviewed.

Each individual case of noncompliance identified in files reviewed will be included in the Findings Letter, corrected and verified by the USBE within a year. LEAs are also asked to show the correct implementation of regulatory requirements. Most often this is shown through additional files from the same case manager to verify an understanding. If an LEA does not have additional files, the USBE will provide mock students the LEA can model correct understanding through.

**Describe the data system(s) the State uses to collect monitoring and SPP/APR data, and the period from which records are reviewed.**

#### UPIPS TOOL

- Used to collect program monitoring, child find, postsecondary transition, and alternate assessment monitoring data every school year. Files are reviewed online. The file review is then finalized to show areas of noncompliance. Findings of noncompliance are given for all areas identified below 100% compliant with an expectation of correction within four to eight months of identification.
- UPOD is housed in UPIPS and collects entry and exit data every school year. Data is reviewed annually, and TA is provided in a variety of ways throughout the year (e.g., preschool roundtables, newsletter articles, one-on-one support).

#### DATA GATEWAY

- LEAs use a student information system (SIS) that syncs with UTREx. UTREx syncs to the Data Gateway providing data and information regarding graduation, dropout, assessment, discipline, environments, disproportionate representation, alternate assessment, and significant disproportionality. Compliance indicators are reviewed annually. Findings of noncompliance are given for all areas identified below 100% compliant with an expectation of correction within eight months of identification. Performance indicator data is reviewed periodically and finalized during reporting periods.

#### QUALTRICS

- Parent involvement data is collected through a survey sent to parents annually. The survey is sent electronically through Qualtrics. The survey is also provided through mail when necessary. Data is reviewed periodically and finalized during reporting periods. Professional learning, TA, and support are provided to LEAs based on survey outcomes and parent participation in the survey.

#### TRANSITION FROM EARLY INTERVENTION (TEDI) DATA INPUT SYSTEM

- Collects early childhood transition data every school year. LEAs who are out of compliance are issued findings. Findings of noncompliance are given for all areas identified below 100% compliant with an expectation of correction within six months of identification. All LEAs

identified as noncompliant are visited by the USBE to ensure correct implementation of regulatory requirements.

#### UTAH POST SCHOOL OUTCOMES SURVEY WEBSITE

- The Post School Outcomes (PSO) Survey is conducted by phone every summer and the data are entered on the Utah Post School Outcomes Survey website. Data is reviewed annually. The survey outcomes and the number of surveys completed are reviewed periodically and finalized during reporting periods. PL, TA, and support is provided in a variety of ways throughout the school year.

#### UTAH GRANTS

- Used for LEAs to submit special education fiscal applications during acceptance periods, fiscal monitoring, and tracking correction of noncompliance.

#### **Describe how the State issues findings: by number of instances or by LEAs.**

USBE issues findings by LEA. The Findings Letter to the LEA includes all areas of findings identified that need to be corrected and verified by USBE. The letter also includes instructions for submitting evidence of correct implementation of regulatory requirements for verification by the USBE.

#### **If applicable, describe the adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction).**

The USBE does not permit LEAs to correct noncompliance prior to the issuance of a finding.

#### **Describe the State's system of graduated and progressive sanctions to ensure the correction of identified noncompliance and to address areas in need of improvement, used as necessary and consistent with IDEA Part B's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.**

The USBE gives each LEA an APR determination consistent with 34 CFR § 300.603-300.606 and Rules VIII.G. The USBE follows enforcement consistent with 34 CFR § 300.603, 300.608 and Rules VIII.G. and VIII.H.

The USBE prohibits LEAs from reducing maintenance of effort if the LEA determination is anything other than "Meets Requirements."

LEAs found in "Needs Assistance" for two consecutive years will be provided USBE TA and PL opportunities, targeted support from USBE specialists, support in collaboration with OSEP TA centers and other outside agencies and may have conditions placed on funds.

LEAs found in "Needs Intervention" are provided all the supports provided to LEAs in "Needs Assistance." An LEA in "Needs Intervention" for three or more consecutive years submits a program improvement plan that is reviewed annually. The USBE supports implementation of the plan. Other interventions that may be considered include corrective action plans, compliance agreements, withholding funds, recovering funds, or referral to appropriate agencies.

LEAs found in "Needs Substantial Intervention" are provided all the supports provided to LEAs in "Needs Assistance." An LEA in "Needs Substantial Intervention" submits a program improvement plan that is reviewed annually. The USBE supports implementation of the plan. USBE also

implements fund recovery, withholding of funds, referral to the USBE leadership or another appropriate agency.

**Describe how the State makes annual determinations of LEA performance, including the criteria the State uses and the schedule for notifying LEAs of their determinations. If the determinations are made public, include a web link for the most recent determinations.**

The USBE makes Results Driven Accountability (RDA) and APR determinations annually for each LEA. The RDA/APR process consists of an annual data review conducted by USBE to determine risk levels of LEAs. When making annual determinations, consideration for performance on compliance indicators is identified through Indicator 4, 9, 10, 11, 12, and 13 with an expectation of 100% compliance. Valid and reliable data is considered through submissions on each indicator and other data reports. Findings are given when data is not valid and/or reliable. Corrections of identified noncompliance are considered through compliance indicators findings and correction, data submission, fiscal risk, and program improvement plan reviews. Other state data is outlined below.

Data sources include SPP/APR Indicators 1–14, internal monitoring, fiscal risk, timely and accurate submission of data reports, and program improvement plans. USBE compares LEA performance to the USBE targets for the SPP/APR indicators and additional data sources to assign each LEA to a Targeted Improvement and Support Tier based on each LEA's level of risk. The USBE uses the assignments to provide LEAs with tiered support and activities for program improvement, risk mitigation, incentives, and sanctions.

The USBE provides differentiated levels of support to LEAs based on the assigned risk score given through the RDA process. The USBE continually monitors IDEA compliance. A focus has also been placed on the systematic evaluation of the impact of special education services on student outcomes. The USBE has conceptualized its IDEA general supervision, monitoring, and accountability systems to support LEAs more effectively in delivering special education programs focused on improving academic and social outcomes for SWD and ensuring compliance.

The USBE provides support to all LEAs as they continuously review and improve special education programs. Supports and activities include:

- TA: documents, newsletters, website resources.
- USBE coaching and support: assessment, accessibility and accommodations, behavior, collaboration with general education programs, data and reporting, dispute resolution, effective instruction, EBR, progress monitoring, fiscal, inclusion, personnel preparation, parent and family engagement, preschool, postsecondary transition, rules/regulations/policies and procedures, and program support.
- Utah Special Education Administrators' Meeting (USEAM).
- PL courses: data literacy recorded training, fiscal requirements recorded training, New Leaders' Summit (NLS) for new special education leaders, Running Start for new special education teachers, co-teaching, postsecondary transition process Canvas c course, math and preschool roundtables.
- LEA-identified needs submitted via the Professional Learning and Training Request Portal (TRP).
- Conference opportunities: Institute on Special Education Law, Meaningful Inclusion of SWD Symposium, Postsecondary Transition Institute.

Additional support for LEAs in Assisting, Coaching, and Directing Tiers reflect an increased level of need. LEAs can receive two hours of support per month in the Assisting Tier, four hours in the Coaching Tier, and six hours in the Directing Tier. LEAs can request additional time as needed.

LEAs can reach out any time. The USBE regularly communicates with LEA special education leadership. Participation in NLS is recommended. Other possible options of targeted support may include problem-solving, specific indicator support, root cause analysis, program improvement, and internal monitoring.

The LEA APR determination uses sub-scores calculated for Indicators 1–14 that are added together and divided by the total number of indicators to calculate the average. The average is compared to the APR cut scores to generate the APR Determination.

The RDA score and associated support tier process consists of an annual data review conducted by the USBE to determine risk levels of LEAs. Data sources used for this review are based on federal and state priorities. Data sources include APR Indicators 1–14, internal monitoring results, fiscal risk, timely and accurate submission of data reports, and program improvement plans. Level of risk is scored on a scale of 1–5, with one being the lowest level of risk and five the highest.

The LEA's APR Determination is reported in the APR Report Card issued via email from the UPIPS tool. The APR Report Cards are posted on the Utah State Board of Education Special Education Data and Reporting section of the website in the section titled "FFY LEA Report".

<https://www.schools.utah.gov/specialeducation/programs/datareporting>

The LEA's RDA risk score and support tier are reported in the RDA letter issued via email from the UPIPS tool. LEAs can login at any time and view the current and previous RDA Letters. RDA scores are not posted publicly.

LEAs are notified via email of initial determinations in the second week of February. LEAs have 30 days to appeal the determination through the UPIPS tool. All appeals are reviewed and responded to by the USBE. Final determinations are provided to the LEAs via email through the UPIPS tool in late March/early April.

**Provide the web link to information about the State's general supervision policies, procedures, and process that is made available to the public.**

[Utah Special Education Rules:](https://www.schools.utah.gov/specialeducation/_specialeducation/_rulesandpolicies/_specialeducationrules/RulesSpecialEducationReport.pdf)

[https://www.schools.utah.gov/specialeducation/\\_specialeducation/\\_rulesandpolicies/\\_specialeducationrules/RulesSpecialEducationReport.pdf](https://www.schools.utah.gov/specialeducation/_specialeducation/_rulesandpolicies/_specialeducationrules/RulesSpecialEducationReport.pdf)

[UPIPS Manual:](https://www.schools.utah.gov/specialeducation/_specialeducation/_compliance/_upips/ComplianceUPIPSManual.pdf)

[https://www.schools.utah.gov/specialeducation/\\_specialeducation/\\_compliance/\\_upips/ComplianceUPIPSManual.pdf](https://www.schools.utah.gov/specialeducation/_specialeducation/_compliance/_upips/ComplianceUPIPSManual.pdf)

## **Intro – Technical Assistance System**

**The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance, and support to LEAs.**

The USBE gives TA in a variety of ways to ensure universal participation: meeting, training, and monitoring in virtual and in-person formats; asynchronous and synchronous learning opportunities; a webpage with resources for LEA staff including TA on the IEP Framework, paraeducator standards and manual; interactive modules for TA and evaluation of paraeducators who provide instructional support for SWD; utilization of Padlets to centralize specific information; and utilization of a secure online document storage platform.

#### INDICATORS 1 & 2

- The USBE developed a TA video module and resource Padlet for Indicators 1 and 2 data including support documents for LEAs to better understand calculations and data reports. The USBE provides each LEA with a dropout report and a graduation rate preview report at the beginning of the school year. This allows LEAs to update inaccurate high school completion status and exit codes. TA is provided to LEAs for submitting updates to high school completion and exit codes each year during August and September. The USBE provides training to new special education directors each year in September to support understanding of Indicators 1 and 2 data at the LEA level.
- USBE has developed TA with guidance on policies, procedures, and effective practices to serving SWD who are transferring to adult education. The USBE is hosting an ongoing community of practice (CoP) for LEAs to improve collaboration between special education, school counselors, and adult education staff, to decrease the number of students exiting the K-12 system to attend adult education, and to ensure SWD are provided options before leaving the K-12 system to enter adult education.
- USBE has developed a workgroup to address chronic absenteeism and dropout prevention and is providing LEAs training on early warning systems and Functional Behavior Assessment of Absenteeism and Truancy (FBAAT).

#### INDICATORS 3 & 5

- The USBE provided TA to help LEAs improve student academic outcomes including 1% monitoring visits focusing on students with significant cognitive disabilities, coaching, a CoP focused on integrated coaching for LEAs who were identified as needing Targeted Support and Improvement (TSI) for SWD, annual individual LEA Indicator 3 data sessions, alternate achievement standards instruction, and assessment experiences including the USBE Assessment to Achievement initiatives.
- The USBE offers standards, a manual, and interactive modules for the training, support, and evaluation of paraeducators who provide instructional support for all students including students with disabilities in K-12 settings.
- The USBE created the Portrait of Meaningful Inclusion for Students with Disabilities (POMI), an implementation guide, and self-measurement tool. TA documents were shared at the inclusion symposium in June 2024. The USBE provided TA to LEAs on special education service time, environment, placement, effective instruction, and inclusive practices to support SWD across the continuum of placements.

#### INDICATOR 4

- The USBE developed the Least Restrictive Behavioral Intervention (LRBI) Technical Assistance Manual to support all students with behavioral needs. The USBE provides training to new special education directors each year regarding Indicator 4 data at the LEA

level and provides PL to LEAs identified in need of TA for Indicator 4. The USBE partnered with Utah State University to provide LEAs with additional behavior intervention consultation support. The USBE is conducting a Behavior Landscape Assessment with Public Consulting Group (PCG) to determine factors influencing behavior intervention implementation such as community organization, collaboration, hiring, funding, and professional learning.

#### INDICATORS 6, 7, & 12

- The USBE conducts monthly roundtable meetings for preschool coordinators at all LEAs. TA documents are provided on the state website and system websites such as TEDI and UPOD. TA is also provided during Indicator 12 monitoring visits.

#### INDICATOR 8

- The USBE staff attend ongoing trainings offered by OSEP and other relevant agencies to identify the best ways to engage parent, family, and community stakeholders; strategies to improve Indicator 8 parent involvement indicators and survey engagement; and collaborate across the USBE sections to utilize various data points and form common goals. The USBE works with LEAs in cohorts to improve their survey response rate and/or parent involvement score. The USBE aligns these efforts with school improvement data to ensure LEAs utilize the Indicator 8 survey in a meaningful way by increasing their understanding of the survey, data collected, and strategies to improve parent engagement.

#### INDICATORS 9 & 10

- The USBE created and distributed a guidance document to LEAs who were flagged for disproportionate representation. The USBE held one-on-one discussions with LEAs who had noncompliance upon review of self-assessments to ensure understanding of correction procedures. Additional TA for LEAs with specific questions was provided upon request.

#### INDICATOR 11

- The USBE provides coaching and TA during program monitoring visits and Indicator 11 reviews regarding the importance of aligning consent to evaluation timelines.

#### INDICATORS 13 & 14

- TA documents include Tips for Writing Compliant Transition Plans, Postsecondary Transition Services Examples, IEP Reflective Framework: Preschool to Postsecondary Transition, and a PSO Survey TA. USBE provides onsite coaching during Indicator 13 reviews as well as coaching for both indicators upon request. Virtual CoP are in place throughout the year to support LEAs with preparations for the PSO Survey and in analyzing their data to strengthen practices that will improve the survey outcomes.
- Postsecondary transition resource Padlets cover topics such as postsecondary transition assessments, the postsecondary transition process, virtual resources, and PSO. Padlets offer educators a central location to access links to needed resources and support to maximize their learning. The Padlet on PSO offers recordings and TA documents along with other resources to help LEAs navigate through the process of the PSO survey.
- The new postsecondary transition website is a comprehensive resource for all stakeholders and provides educators with resources in all areas of postsecondary transition.

## INDICATORS 15 & 16

- The USBE provides ongoing information regarding current trends in dispute resolution data as well as TA to address recurring issues during USEAM.

## Intro – Professional Development System

**The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities.**

The USBE provides PL in a variety of ways including in-person and virtual opportunities, asynchronous and synchronous opportunities, and protecting student instruction time by limiting meetings and PL experiences during school hours.

In July 2023, the USBE hosted its annual Institute on Special Education Law. Virtual and in-person options were provided. Current information on IDEA requirements was provided to 1,156 attendees including educators, lawyers, and administrators. Session topics were on recent court decisions and trends, mediation, facilitation, absenteeism, IEPs, antibullying, eligibility and family involvement, approaching adulthood, specially designed instruction, paraeducators, and maintenance of effort.

An asynchronous data literacy course and data reports were provided to LEAs in February 2024. Each SPP/APR indicator was explained including what the indicator is, how it is calculated, and where LEAs can find more information and form goals around the indicator. LEAs could make appointments with USBE to review data and develop goals. The course has remained open and continues to be viewed as LEAs have questions about specific indicators.

In June 2024, 93 schools from 35 LEAs participated in the Meaningful Inclusion of Students with Disabilities Symposium hosted twice by the USBE (once in the north and once in the south). Participants attended in school teams consisting of at least one special educator, one regular educator, and one administrator. At the Symposium, participants developed goals and action plans related to implementing meaningful inclusion for SWD in their LEAs. In addition, each team was assigned a USBE specialist to meet with quarterly to collaborate with and receive support on their goals and action plans.

The TRP allows LEAs to request PL and TA for all areas of student support at the USBE. The USBE student support leadership staff meet weekly to review requests and assign staff to follow up on the requests. Requests lead to PL opportunities, TA, and targeted support. In FFY 2023, 56 LEAs made 145 requests.

## INDICATORS 1, 2, 13, & 14

- The USBE provided training on these indicators during NLS. PL is provided to educators on graduation options, postsecondary transition, and guidelines for SWD during monthly postsecondary transition talks. PL on postsecondary transition planning processes was provided during Running Start.
- An Indicator 13 self-assessment tool was developed to assist LEA teams in conducting data dives and root cause analyses for some of the most challenging compliance requirements in writing postsecondary transition plans. The tool is designed to help teams use their findings to improve the programming and/or services provided to SWD.

- A Canvas course on the postsecondary transition process is available for all practitioners to take asynchronously. Indicator 13 monitoring identifies LEAs who require PL. The course is used as a requirement for practitioners to learn effective practices and improve postsecondary transition plans.
- The Transition Coalition Self-Study is a 12-week facilitated self-study in Indicator 13 involving compliance and effective practice, self-analysis of LEA data, and team collaboration to create an action plan. The focus this year was on postsecondary transition assessments. Four LEAs participated in the fall of 2023.
- USBE provided a recorded PSO Survey training in May 2024. The training was accessed by 87 individuals who also had access to the live Q & A. In the summer of 2024, 43 LEAs conducted their own surveys, and 30 LEAs followed up after the contractor attempted the surveys.
- All postsecondary stakeholders were invited to attend the Postsecondary Transition Institute in June 2024. The Institute consisted of one day of content only and one day of team-based content and activities. A total of 389 people participated, with 260 participants representing 36 LEA teams.
- The USBE facilitates a Building Meaningful Lives CoP to provide PL around inclusion and employment for transition-aged youth with complex needs. Site-based teams participate in a series of facilitated conversations and guided practice through webinars and workshops. There are approximately 30 participants.
- The USBE provides support to LEAs with reviewing inaccuracies in exit codes and high school completion statuses for LEAs to follow up with students who are showing up as summer dropouts.

#### INDICATORS 3 & 5

- The USBE continues to fund PL to help LEAs improve student academic outcomes (Utah Code 53F-5-214) in early literacy through Language Essentials for Teachers of Reading and Spelling (LETRS) training for elementary teachers, coaches, and administrators based on the Science of Reading (SOR). The LETRS training is reinforced with follow-up coaching support and strategic quarterly literacy walks involving the USBE and LEA coaches doing classroom observations, debriefings, and discussion groups.
- A two-year co-teaching coaching model continues to be implemented in LEAs involving cohorts of secondary academic coaches, teachers, and administrators to increase academic outcomes for SWD in general education English language arts (ELA) and mathematics classrooms, which includes a book study in co-teaching and an instructional coaching approach to provide support and guidance from experts in co-teaching and coaching.
- A math roundtable discussion group has been implemented statewide for special educators. The roundtable focuses on teaching the educators the content of the Utah Core Standards for Mathematics. This is a year-long PL for the educators to help build their content knowledge.
- A two-year early learning math coaching cohort has been implemented statewide by the USBE which has included special educators. This coaching cohort has focused on the learning progressions for the different grade levels. The cohort is also focused on work from the book Taking Action: Implementing effective teaching practices in grades K-5 by the National Council of Teachers of Mathematics.

- EBR is provided to LEAs in two formats: 1) mock sessions give LEAs an opportunity to understand the process of reviewing IEPs over time and focus on improving progress, 2) LEAs can also conduct EBR on specific files within the LEA. Currently this is a voluntary process.
- The USBE partners with Magister Gratia Talentum (MGT) for the Assessment to Achievement (A2A) project which provides implementation support in using data, creating collaborative structures, and engaging in evidence-based instructional practices to increase student achievement. Using content tailored to schools' needs, the A2A project leverages evidence-based strategies in combination with implementation science to improve student outcomes.
- The USBE provides annual alternate assessment administration and compliance training across the state for teachers and district test coordinators. The training focuses on identifying students with significant cognitive disabilities, how to administer Utah's alternate assessment, and implementing instructional practices and supports for students with significant cognitive disabilities.
- Other PL provided to help LEAs improve student academic outcomes include online book studies with teachers and parents, and accommodations and assessment administration.

#### INDICATORS 6, 7, & 12

- The USBE provides monthly roundtable meetings for all LEA preschool coordinators. During the roundtables, participants review documents, videos, PL opportunities, and resources. Generally, these resources are shared and provided in newsletters to all LEAs.

#### INDICATOR 8

- The USBE provides PL on parent engagement during NLS. The Indicator 8 survey has also been interwoven into other PL opportunities for LEAs including coaching in TSI.

#### INDICATORS 15 & 16

- The USBE provides PL to an LEA as the result of a state complaint decision or Due Process hearing decision.

## Intro – Stakeholder Engagement

The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)

- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

## INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

### **Apply stakeholder engagement from introduction to all Part B results indicators (y/n)**

YES

#### **Number of Parent Members:**

152

### **Intro – Parent Members Engagement**

**Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

Parents attended the APR Summit in July 2021 and provided input on APR targets. Additional feedback was provided by parents through the survey sent following the event. The USBE included parents who did and who did not participate in the APR summit or respond to the subsequent survey by presenting information about the target setting process to USEAP, UPC staff, and Utah Parent Teacher Association (PTA) leadership.

Data is shared with USEAP, UPC staff, PTA, and online annually. USEAP often bases priorities on the information provided from the SPP/APR. Comments and feedback are always requested and responded to.

### **Intro – Activities to Improve Outcomes for Children with Disabilities:**

**The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.**

The USBE discussed with USEAP and UPC staff ways to reach out to and connect with parents who are traditionally underrepresented in the stakeholder feedback collection process. The USEAP and UPC staff both proactively shared information about the target setting process with their parent constituencies from diverse backgrounds. The USBE continues to work with these leaders to increase the feedback we receive from traditionally underrepresented parents.

#### INDICATORS 1, 2, 13, & 14

- The USBE absenteeism and dropout prevention workgroup provides LEAs with strategies and training to engage parents, students, educators, and the community in supporting student attendance and preventing dropout.
- The USBE is hosting an ongoing CoP for LEAs to improve collaboration between special education, school counselors, and adult education staff to decrease the number of students exiting the K–12 system to attend adult education and to ensure SWD are provided options before leaving the K–12 system to enter adult education.
- The new postsecondary transition website is a comprehensive resource for all stakeholders and provides educators and parents resources in all areas of postsecondary transition.

#### INDICATOR 3

- The USBE Special Education website is a resource for all stakeholders and provides educators and parents resources in all areas of accessibility, accommodations, assessments, effective instruction, and inclusion. USBE is working to foster our relationship and build a community with parents. Many resources include parent participation information in the IEP process and ways to support their student's education and have a voice in the educational process.

#### INDICATORS 6, 7, & 12

- The USBE engages in the National Center for Pyramid Model Innovations including the large parent engagement component. The USBE encourages, trains, and monitors efforts to improve preschool transition conferences.
- Inclusion training is included in monthly roundtable meetings with preschool staff. CoP for Part B Preschool Services includes a group of stakeholders across agencies including the Department of Health and Human Services, Head Start, Office of Childcare, IHEs, the UPC, parents, LEAs, and private childcare representatives.

#### INDICATORS 8, 15, & 16

- The USBE is utilizing community partnerships and partnerships with other agencies to identify strategies necessary to bridge the gap in Indicator 8 survey completion rates for underrepresented groups. The USBE embedded into the survey administration process touchpoints to assess accessibility check-ins with LEAs, parents, and families. This includes utilizing language data and utilizing collaborative efforts to promote needs shared by parents and increasing overall awareness of parent rights and the purpose of the survey as well as how the data is collected, used, and shared.
- The USBE provides PL to an LEA as a result of a state complaint decision or Due Process hearing decision.

## Intro – Soliciting Public Input

**The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

The stakeholders listed in the “Broad Stakeholder Input” section was provided formal and informal notification of the July 2021 APR Summit and the additional survey seeking input. Mechanisms included announcements during meetings, emails, newsletter notifications, website publication, and individual conversations.

Notifications began in the fall of 2020. In June 2021, a flyer including registration for the APR summit was provided to stakeholders through email and newsletters. It is evident the public received notification and responded, as over 100 participants attended and provided feedback.

Stakeholders were sent the survey following the event through emails and newsletters to provide additional perspective and input. The survey resulted in over 100 responses.

The USBE values stakeholder engagement and input. USBE continuously seeks public input regarding special education rules, guidance, monitoring processes, PL, and TA. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. The USBE employs meetings, newsletters, emails, surveys, and social media.

## **Intro – Making Results Available to the Public**

**The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.**

Target setting processes and results were shared with LEAs, USEAP, UPC, Disability Law Center (DLC), relevant Utah PTA leadership, as well as the relevant staff at all State of Utah Agencies and identified nonprofit organizations that serve SWD. The target setting process results were also shared in newsletters and on the USBE special education website.

There were no proposed changes proposed to the FFY 2023 SPP/APR.

## **Intro – Reporting to the Public**

**How and where the State reported to the public on the FFY 2022 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2022 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State’s SPP/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2022 APR in 2024, is available.**

Within 120 days of the State’s submission of its FFY 2022 SPP/APR, the USBE prepared and published a report on the FFY 2022 performance of each LEA in the State on the targets in the SPP/APR. The report is posted on the SPP/APR/SSIP tab of the Special Education Data and Reporting page of the USBE website (<https://www.schools.utah.gov/specialeducation/programs/datareporting>). Individual reports are made available to LEAs to post on their websites.

The FFY 2022 SPP/APR is posted on the SPP/APR/SSIP tab of the Special Education Data and Reporting page of the USBE website (<https://www.schools.utah.gov/specialeducation/programs/datareporting>).

Starting in February each year, the State reports to the public on its progress and/or slippage in meeting the measurable and rigorous targets. The final SPP/APR is shared at the first regularly scheduled meetings of the USBE and USEAP and with LEA special education leaders after submission. Results are also shared with the UPC. The results of the FFY 2023 APR will be reported to the USBE in the March 2025 Board meeting.

## Intro – Prior FFY Required Actions

The State's IDEA Part B determination for both 2023 and 2024 is Needs Assistance. In the State's 2024 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. The State must report, with its FFY 2023 SPP/APR submission, due February 1, 2025, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

## Intro – Response to actions required in FFY 2022 SPP/APR

Utah's Part B IDEA determination in 2023 and 2024 was Needs Assistance, and the USBE has participated in National TA to improve outcomes and taken action as a result of the TA received.

The USBE participates in virtual calls, conferences, symposiums, and one-on-one support with National TA centers. Additionally, TA documents provided by the centers are used by the USBE regularly to support LEAs. Centers used include:

- American Institute for Research Center on Multi-Tiered System of Support (AIR)
- Aurora Institute
- Center for Appropriate Dispute Resolution in Special Education (CADRE)
- Center for IDEA Fiscal Reporting (CIFR)
- Center for Parent Information and Resources (CPIR)
- Center on Inclusive Technology and Education Systems (CITES)
- Collaboration for Effective Educator Development Accountability and Reform Center (CEEDAR)
- Council of Chief State School Officers (CCSSO)
- Data Center Addressing Significant Disproportionality (DCASD)
- Early Childhood Technical Assistance Center (ECTA)
- IDEA Data Center (IDC)
- National Center for Pyramid Model Innovations (NCPMI)
- National Center for State Systemic Improvement (NCSI)
  - Differentiated Monitoring and Support (DMS)
  - Educational Benefit Review (EBR)
  - Evidence Based Practices (EBP)
  - Results Based Accountability and Support (RBAS)
  - State Education Agency Leaders (SEAL)
- National Center on Educational Outcomes (NCEO)
  - 1% Cap Community of Practice
- National Instructional Materials and Access Center (NIMAC)
- The National Technical Assistance on Transition: The Collaborative (NTACT:C)
- OSEP Technical Assistance calls
- Parent Training and Information Centers (PTI)

- Promoting Rigorous Outcomes and Growth by Redesigning Educational Services for Students with Disabilities Progress Center (PROGRESS Center)
- Student Engagement and Attendance Technical Assistance Center (SEAC)
- Technical Assistance Center for Excellence in Special Education (TAESE)
- Time Instructional Engagement Support (TIES) Center
- Westat
- WestEd

Actions taken because of technical assistance include:

- SEAL, IDC, and NCSI provided a great deal of insight on new requirements for Indicator 18 and helped the USBE prepare for reporting. They provided TA documents that the USBE used and reviewed documents for the USBE in preparation for reporting.
- Participation in the NCSI DMS provided an avenue to discuss and prepare for the USBE monitoring visit from OSEP. The USBE conducted mock interviews and asked for support as we prepared protocols. The USBE felt confident about the visit based on this TA.
- Greater collaboration between Indicators 4, 9, 10, and significant disproportionality staff based on work with IDC, DCASD, and Westat.
- IDC supports verification of correction for Indicators 9 and 10 through conference presentations leading to revisions in the USBE approach.
- ECTA child outcome documents are regularly reviewed and shared with LEAs and to help the USBE develop state specific guidance.
- Ideas for the PSO from NTACT:C leading to the use of root cause analysis of Indicator 14 data. Analysis findings applied to the development of sequence of services in postsecondary transition TA provided by the USBE.
- CADRE resources have been used to train the USBE staff, contractors, UPC, and LEAs.
- WestEd provided TA and support with the USBE on the dispute resolution system and engagement letters.
- NCEO guidance has been used to make updates to the Utah Alternative Assessment Participation Guidelines and 1% Participation PL and monitoring.
- SEAC has informed strategies for analyzing attendance data, developing goals, and specific strategies for increasing attendance in Utah Schools. The USBE is in the process of creating an attendance tool kit for use in the LEAs.
- AIR resources were used in the development of the Utah Multi-Tiered System of Support (UTMSS) course and TA documents.
- TIES resources regarding inclusive education were used and shared with participants during the Inclusion Symposium. Information from TIES has also been used for inclusion roundtable discussions.
- The USBE is collaborating with CEEDAR to address teacher shortages through materials designed to support preservice clinical experience and professional learning. Collaborative efforts have led to identifying competencies for personalized competency-based learning and leveraging data related to the use of mentors.
- NCSI and WestEd guidance has been used to improve the USBE program improvement process.
- The USBE has improved interaction with the LEAs regarding Maintenance of Effort (MOE) based on guidance from CIFR.

- NCSI supported the USBE and provided efforts to collaborate with other states in the development of an educational benefit review process.
- The PROGRESS Center IEP tip sheets have been used in conjunction with the USBE created materials related to IEP development.

## **Intro – OSEP Response**

The State's determinations for both 2023 and 2024 were Needs Assistance. Pursuant to section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), OSEP's June 21, 2024 determination letter informed the State that it must report with its FFY 2023 SPP/APR submission, due February 3, 2025, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The State provided the required information.

## **Intro – Required Actions**

The State's IDEA Part B determination for both 2024 and 2025 is Needs Assistance. In the State's 2025 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. The State must report, with its FFY 2024 SPP/APR submission, due February 1, 2026, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

# Indicator 1: Graduation

## 1 – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

### 1 – Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in *EDFacts* file specification FS009.

### 1 – Measurement

States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14–21) in the denominator.

### 1 – Instructions

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022–2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

## 1 – Indicator Data

### 1 – Historical Data

Baseline Year	Baseline Data
2018	67.90%

FFY	2018	2019	2020	2021	2022
Target >=	74.37%	75.86%	67.90%	67.90%	68.66%
Data	69.97%	72.36%	56.34%	66.92%	65.64%

# 1 – Targets

FFY	2023	2024	2025
Target >=	69.43%	70.95%	74.00%

## 1 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp.

A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 1 – Prepopulated Data

Source	Date	Description	Data
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by graduating with a regular high school diploma (a)	3,622
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by graduating with a state-defined alternate diploma (b)	277
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by receiving a certificate (c)	335
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by reaching maximum age (d)	87
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education due to dropping out (e)	1,179

## 1 – FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
3,622	5,500	65.64%	69.43%	65.85%	Did not meet target	No Slippage

## 1 – Graduation Conditions

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.

The USBE Graduation Requirements include a minimum of 24 units of credit through course completion or through competency assessment:

- Language Arts (4.0 Units of Credit)
- Mathematics (3.0 Units of Credit)
- Science (3.0 Units of Credit)
- Social Studies (3.0 Units of Credit)
- Arts (1.5 Units of Credit)
- Physical and Health Education (2.0 Units of Credit)
- Career and Technical Education (1.0 Units of Credit)
- Digital Studies (0.5 Units of Credit)
- General Financial Literacy (0.5 Units of Credit)
- Electives (5.5 Units of Credit)
- Library Media Skills (integrated into all subject areas)

LEAs use USBE-approved summative adaptive assessments to assess student mastery (Utah Administrative Rule R277-700-6.). Students with disabilities served by special education programs satisfy high school completion or graduation requirements consistent with state and federal law and the students' IEPs (Utah Administrative Rule R277-705-4.).

In accordance with Utah Administrative Rule R277-700-6(26), an LEA may modify graduation requirements for an individual student with or without an IEP.

An LEA may modify graduation requirements for an individual student to achieve an appropriate route to student success if the modification: Is consistent with the student's IEP; or student education/occupation plan (SEOP)/Plan for College and Career Readiness; is maintained in the student's file; includes the parent's signature; and maintains the integrity and rigor expected for high school graduation, as determined by the USBE.

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

NO

## **1 – Provide additional information about this indicator (optional)**

None

## **1 - Prior FFY Required Actions**

None

## **1 - OSEP Response**

None

## **1 - Required Actions**

None

# Indicator 2: Drop Out

## 2 – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

## 2 – Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in *EDFacts* file specification FS009.

## 2 – Measurement

States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14–21) in the denominator.

## 2 – Instructions

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022–2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

## 2 - Indicator Data

### 2 – Historical Data

Baseline Year	Baseline Data
2018	25.81%

FFY	2018	2019	2020	2021	2022
Target <=	32.49%	30.86%	25.81%	25.81%	24.58%
Data	25.75%	23.56%	17.27%	25.07%	22.34%

## 2 – Targets

FFY	2023	2024	2025
Target <=	23.35%	20.90%	16.00%

### 2 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

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- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp.

A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 2 – Prepopulated Data

Source	Date	Description	Data
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by graduating with a regular high school diploma (a)	3,622
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by graduating with a state-defined alternate diploma (b)	277
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by receiving a certificate (c)	335
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education by reaching maximum age (d)	87
SY 2022–23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14–21) who exited special education due to dropping out (e)	1,179

## 2 – FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
1,179	5,500	22.34%	23.35%	21.44%	Met target	No Slippage

## 2 – Provide a narrative that describes what counts as dropping out for all youth

The USBE identifies dropouts two ways: 1) the student did not complete the school year and exited as a dropout (left with an exit reason of Unknown, Withdrawn, Dropout, Expelled, Moved but is not known to be continuing in another educational program, Transferred to Adult Education, Exited to Take the GED, or Exited with a Graduation Pending status for which graduation requirements were not completed by September 30 of the following school year); 2) the student ended the school year with the expectation of returning to school the next year, but the student was not enrolled by September 30 of the following school year (summer dropouts).

Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)

NO

If yes, explain the difference in what counts as dropping out for youth with IEPs.

N/A

## 2 – Provide additional information about this indicator (optional)

To meet USBE's October 1 data submission deadline, students have until September 30 to complete graduation requirements for the prior year and LEAs have until September 30 to update exit status. In September, the USBE notifies each LEA flagged with a high dropout rate for the previous school year and provides a preliminary event dropout report to review before the October 1 deadline. LEAs receive guidance on coding corrections and dropout recovery practices through USBE-provided professional learning sessions, technical assistance documents, and individualized support as needed.

## 2 - Prior FFY Required Actions

None

## 2 - OSEP Response

None

## 2 - Required Actions

None

# Indicator 3A: Participation for Children with IEPs

## 3A – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

## 3A – Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications FS185 and 188.

## 3A – Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

## 3A – Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3A – Indicator Data

### 3A – Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	90.64%

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	B	Grade 8	2020	81.14%
Reading	C	Grade HS	2022	76.68%
Math	A	Grade 4	2020	90.21%
Math	B	Grade 8	2020	77.45%
Math	C	Grade HS	2022	78.12%

### 3A – Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%

### 3A – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-

measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 3A – FFY 2023 Data Disaggregation from *EDFacts*

### 3A – Reading Assessment Data Source

SY 2023-24 Assessment Data Groups – Reading (*EDFacts* file spec FS188; Data Group: 589)

### 3A – Reading Assessment Date

01/08/2025

#### 3A – Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	8,768	6,108	11,503
b. Children with IEPs in regular assessment with no accommodations (3)	7,548	4,688	3,387
c. Children with IEPs in regular assessment with accommodations (3)	160	83	4,553
d. Children with IEPs in alternate assessment against alternate standards	467	494	894

### 3A – Math Assessment Data Source

SY 2023-24 Assessment Data Groups – Math (EDFacts file spec FS185; Data Group: 588)

### 3A – Math Assessment Date

01/08/2025

#### 3A – Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	8,766	6,112	11,419
b. Children with IEPs in regular assessment with no accommodations (3)	7,480	4,624	3,353
c. Children with IEPs in regular assessment with accommodations (3)	216	91	4,726
d. Children with IEPs in alternate assessment against alternate standards	467	494	893

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row A for all the prefilled data in this indicator.

(3) The term “regular assessment” is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

### 3A – FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	8,175	8,768	93.39%	95.00%	93.24%	Did not meet target	No Slippage
B	Grade 8	5,265	6,108	85.31%	95.00%	86.20%	Did not meet target	No Slippage
C	Grade HS	8,834	11,503	76.68%	95.00%	76.80%	Did not meet target	No Slippage

### 3A – FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	8,163	8,766	93.10%	95.00%	93.12%	Did not meet target	No Slippage
B	Grade 8	5,209	6,112	83.01%	95.00%	85.23%	Did not meet target	No Slippage
C	Grade HS	8,972	11,419	78.12%	95.00%	78.57%	Did not meet target	No Slippage

#### Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

### 3A – Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Utah's regular assessments include the Readiness Improvement Success Empowerment (RISE) assessment for grades 4 and 8 and the Utah Aspire Plus (UA+) assessment for grades 9 and 10. Each school's overall participation rates for regular assessments are posted on their individual school report cards available on [Utah's School Report Card](https://utahschoolgrades.schools.utah.gov/) website (<https://utahschoolgrades.schools.utah.gov/>).

Participation rates of SWD who participated with accommodations and without accommodations on the regular assessment and who participated on the alternate assessment are reported on the [USBE Data and Statistics Report](https://www.schools.utah.gov/datastatistics/reports) webpage (<https://www.schools.utah.gov/datastatistics/reports>). On the "Assessments" tab under the "Alternate and Regular Assessments for Students with Disabilities (SWD)" header, the most recent school year's data will be linked to an Excel spreadsheet.

- The "Participation by Assessment Type" tab reports the number of SWD tested, the participation percentage of SWD in the regular assessment without accommodations, the participation percent of SWD in the regular assessment with accommodations, and the participation percent of SWD in the alternate assessment at the state, LEA, and school levels.
- The "Notes" tab outlines the USBE's policy for protecting students' personally identifiable information. The policy includes protecting data for groups with fewer than 10 students by reporting it as "n<10." Additionally, for groups with fewer than 40 students, counts are not shown, and percentages are obscured by providing the range within which the percentage falls (e.g., 43% would display as 40–49%). Percentages that are close to 100% or 0% are also not reported. This is indicated by a  $\leq$  or  $\geq$  (e.g.,  $\geq 95\%$ ).

### **3A – Provide additional information about this indicator (optional)**

None

### **3A – Prior FFY Required Actions**

None

### **3A – OSEP Response**

None

### **3A – Required Actions**

None

# Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

## 3B – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

## 3B – Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications FS175 and 178.

## 3B – Measurement

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].

Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

## 3B – Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3B – Indicator Data

### 3B – Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	14.51%
Reading	B	Grade 8	2020	7.31%
Reading	C	Grade HS	2022	8.31%
Math	A	Grade 4	2020	19.74%
Math	B	Grade 8	2020	6.02%
Math	C	Grade HS	2022	4.01%

### 3B – Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	15.00%	15.48%	16.45%
Reading	B >=	Grade 8	8.03%	8.74%	10.17%
Reading	C >=	Grade HS	8.48%	8.83%	9.51%
Math	A >=	Grade 4	20.09%	20.43%	21.12%
Math	B >=	Grade 8	6.28%	6.54%	7.05%
Math	C >=	Grade HS	4.20%	4.60%	5.38%

### 3B – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 3B – FFY 2023 Data Disaggregation from ED*Facts*

### 3B – Reading Assessment Data Source

SY 2023-24 Assessment Data Groups – Reading (ED*Facts* file spec FS178; Data Group: 584)

### 3B – Reading Assessment Date

01/08/2025

### 3B – Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	7,708	4,771	7,940
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,366	368	322
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	6	8	237

### 3B – Math Assessment Data Source

SY 2023-24 Assessment Data Groups – Math (ED*Facts* file spec FS175; Data Group: 583)

### 3B – Math Assessment Date

01/08/2025

### 3B – Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	7,696	4,715	8,079
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,738	346	185
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	19	3	120

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

### 3B – FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	1,372	7,708	18.00%	15.00%	17.80%	Met target	No Slippage
B	Grade 8	376	4,771	7.93%	8.03%	7.88%	Did not meet target	No Slippage
C	Grade HS	559	7,940	8.31%	8.48%	7.04%	Did not meet target	Slippage

#### Provide reasons for slippage for Group C

A root cause analysis found that the USBE adopted new ELA standards that were implemented instructionally in FFY 2023. However, Utah's statewide ELA assessment will not test those new standards until FFY 2024. All students, general education and SWDs, had a decrease in ELA proficiency by 1.6 percentage points in FFY 2023.

### 3B – FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	1,757	7,696	23.13%	20.09%	22.83%	Met target	No Slippage
B	Grade 8	349	4,715	6.45%	6.28%	7.40%	Met target	No Slippage
C	Grade HS	305	8,079	4.01%	4.20%	3.78%	Did not meet target	Slippage

## **Provide reasons for slippage for Group C**

A root cause analysis found some concerning trends. A review of math course enrollment in grades 8 through 10 revealed that while a majority of 8th graders are in a grade level general education math course (72%), the percentages of SWD in grade level general education math courses in 9th and 10th grade decrease each year (67% and 54%, respectively). Since students in grade level general education math courses are proficient at higher rates, the decrease in students taking these courses in each higher grade level is likely contributing to the decrease in proficiency rates.

A review of the number of students who aren't in a grade level math course (neither a general or special education math course) revealed the rate increases drastically each grade level from 8th to 10th grade. While only about 3% of 8th graders aren't in a grade level math course, 11% of 9th graders and 22% of 10th graders aren't in a grade level math course. This includes students who are not taking a math course at all (10% in 9th grade and 12% in 10th grade), and students who are in a below grade level math course (1% in 9th grade and 10% in 10th grade). Since these students are not receiving instruction relevant to the assessments, they are far less likely to be proficient and this trend is contributing to the decrease in proficiency rates.

The USBE continues to share Utah's data and root cause analyses with LEAs promoting the importance of appropriate course enrollment for SWDs. The USBE remains focused towards greater inclusion of SWDs in general education courses by promoting and supporting co-teaching to ensure SWDs receive access to grade level core instruction. PL on specially designed instruction is given across the state to inform general and special educators on the best practices for SWDs in all educational settings.

## **Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

## **3B – Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Utah's regular assessments include the RISE assessment for grades 4 and 8 and the UA+ assessment for grades 9 and 10. Utah's school report card reports the proficiency of all students and SWDs. Each school's achievement results for regular assessments are posted on their individual school report card available on [Utah's School Report Card](https://utahschoolgrades.schools.utah.gov/) website: <https://utahschoolgrades.schools.utah.gov/>.

State-level data can be viewed by clicking the "View State Report" button in the "ABOUT SCHOOL REPORT CARDS" section of the homepage. From the "PERFORMANCE" tab, the grade range (K-8

and High School) can be selected at the top. Additional details for achievement can be viewed by clicking the “View Details” on the “Achievement” tile, then again for each individual subject.

### **3B – Provide additional information about this indicator (optional)**

None

### **3B – Prior FFY Required Actions**

None

### **3B – OSEP Response**

None

### **3B – Required Actions**

None

# Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

## 3C – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

## 3C – Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications FS175 and 178.

## 3C – Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

## 3C – Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3C – Indicator Data

### 3C – Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	15.06%
Reading	B	Grade 8	2020	23.74%
Reading	C	Grade HS	2022	27.59%
Math	A	Grade 4	2020	31.43%
Math	B	Grade 8	2020	6.24%
Math	C	Grade HS	2022	14.16%

### 3C – Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	15.28%	15.49%	15.92%
Reading	B >=	Grade 8	24.09%	24.43%	25.12%
Reading	C >=	Grade HS	27.77%	28.14%	28.88%
Math	A >=	Grade 4	31.68%	31.93%	32.43%
Math	B >=	Grade 8	6.53%	6.81%	7.38%
Math	C >=	Grade HS	14.31%	14.61%	15.20%

### 3C – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

### 3C – FFY 2023 Data Disaggregation from ED*Facts*

#### 3C – Reading Assessment Data Source

SY 2023-24 Assessment Data Groups – Reading (ED*Facts* file spec FS178; Data Group: 584)

#### 3C – Reading Assessment Date

01/08/2025

#### 3C – Reading Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	467	494	894
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	52	130	257

#### 3C – Math Assessment Data Source

SY 2023-24 Assessment Data Groups – Math (ED*Facts* file spec FS175; Data Group: 583)

#### 3C – Math Assessment Date

01/08/2025

#### 3C – Math Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	467	494	893
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	124	40	118

### 3C – FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	52	467	11.69%	15.28%	11.13%	Did not meet target	No Slippage
B	Grade 8	130	494	21.71%	24.09%	26.32%	Met target	No Slippage

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C	Grade HS	257	894	27.59%	27.77%	28.75%	Met target	No Slippage

### 3C – FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	124	467	30.72%	31.68%	26.55%	Did not meet target	Slippage
B	Grade 8	40	494	8.30%	6.53%	8.10%	Met target	No Slippage
C	Grade HS	118	893	14.16%	14.31%	13.21%	Did not meet target	No Slippage

#### Provide reasons for slippage for Group A

A root cause analysis revealed contributing factors for the slippage including misalignment between instruction and test content, and under-utilization of tools made available to teachers for effectively administering Dynamic Learning Maps (DLM) testlets. Utah has several initiatives to help address these root causes. The USBE will be exploring additional means to ensure that new teachers are trained and supported as well as ensuring PL is available to comprehensively support alternate achievement standards instruction.

As part of the root cause analysis, the USBE reviewed the results of a survey administered to teachers after the end of the Alternate Assessment test window. Survey results revealed 24% of teachers who responded reported that the students' alternate assessment testlets did not match their instruction or only matched their instruction somewhat and 9% of teachers who

responded reported that they only provided a minimal amount of relevant academic instruction (0 – 5 hours a week) in the content area.

The USBE also reviewed utilization rates of the Test Information Pages (TIPS) that are provided with testlets. TIPS guide teachers to materials and preparation information for administering testlets. The USBE found that TIPS were highly underutilized. The TIPS access rate overall for the grade 4 year-end math testlets was only 47%. More concerning was the low rate of utilization of TIPS for Initial Precursor (IP) testlets. IP testlets are the testlets at the entry access point and the testlet content is not delivered through the computer but through 1:1 teacher administration using outside materials. For a teacher to administer IP testlets correctly, it is imperative they utilize the TIPS. The TIPS access rate for grade 4 year-end math IP testlets was even lower, at only 44%.

The USBE continues to share Utah's data and root cause analysis with LEAs promoting the importance of robust instruction aligned with the alternate achievement standards and the use of TIPS pages. The USBE is working to increase the capacity for delivering high quality instructional support for students with significant cognitive disabilities and coaching for new teachers. LEAs receive regular PL through Running Start for new teachers and New Leaders' Summit for new special education leaders and annual Alternate Assessment Administration trainings. Many LEAs also request specific and tailored PL on alternate achievement standards instruction and alternate assessment. Utah will leverage its existing PL and TA structures to increase awareness about the importance of utilizing the TIPS pages.

The USBE continues to work at including SWDs in the general education classroom to the maximum extent appropriate based on their individual needs and providing PL to increase teachers' capacity to deliver effective instruction.

### **Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

## **3C – Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

The achievement of SWD on Utah's alternate assessment, DLM, for grades 4, 8, 9, and 10 are reported on the [USBE Data and Statistics Reports](https://www.schools.utah.gov/datastatistics/reports) webpage (<https://www.schools.utah.gov/datastatistics/reports>). On the "Assessments" tab under the "Alternate and Regular Assessments for Students with Disabilities (SWD)" header, the most recent school year's data will be linked to an Excel spreadsheet.

- The "Proficiency by Subject Area" tab reports the proficiency of SWD who participated in the alternate assessment, a comparison to the proficiency of SWD who participated in the regular assessment, and a comparison to the proficiency of all students who participated in the regular assessment by subject area.
- The "Proficiency by Grade Level" tab reports the proficiency of SWD who participated in the alternate assessment, a comparison to the proficiency of SWD who participated in the regular assessment, and a comparison to the proficiency of all students who participated in the regular assessment by grade level.
- The "Notes" tab outlines the USBE's policy for protecting students' personally identifiable information. Data for groups with fewer than 10 students are reported as "n<10." For groups with fewer than forty students, counts are not shown, and percentages are obscured by providing the range within which the percentage falls (e.g., 43% would display as 40–49%). Percentages that are close to 100% or 0% are also not reported. This is indicated by a  $\leq$  or  $\geq$  (e.g.,  $\geq 95\%$ ).

### **3C – Provide additional information about this indicator (optional)**

None

### **3C – Prior FFY Required Actions**

None

### **3C – OSEP Response**

None

### **3C – Required Actions**

None

# Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

## 3D – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

## 3D – Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications FS175 and 178.

## 3D – Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2023–2024 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2023–2024 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

## 3D – Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2023–2024 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2023–2024 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3D – Indicator Data

### 3D – Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	23.31
Reading	B	Grade 8	2020	35.63
Reading	C	Grade HS	2022	36.27
Math	A	Grade 4	2020	25.22
Math	B	Grade 8	2020	30.51
Math	C	Grade HS	2022	26.21

### 3D – Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A <=	Grade 4	23.07	22.84	22.36
Reading	B <=	Grade 8	35.39	35.15	34.67
Reading	C <=	Grade HS	36.03	35.55	34.59
Math	A <=	Grade 4	24.98	24.74	24.25
Math	B <=	Grade 8	30.35	30.19	29.86
Math	C <=	Grade HS	26.11	25.92	25.52

### 3D – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 3D – FFY 2023 Data Disaggregation from ED*Facts*

### 3D – Reading Assessment Data Source

SY 2023-24 Assessment Data Groups – Reading (ED*Facts* file spec FS178; Data Group: 584)

### 3D – Reading Assessment Date

01/08/2025

### 3D – Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	47,953	46,446	87,478
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	7,708	4,771	7,940
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	21,053	19,672	35,981
d. All students in regular assessment with accommodations scored at or above proficient against grade level	11	22	915
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,366	368	322
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	6	8	237

### 3D – Math Assessment Data Source

SY 2023-24 Assessment Data Groups – Math (ED*Facts* file spec FS175; Data Group: 583)

### 3D – Math Assessment Date

01/08/2025

### 3D – Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	47,803	46,001	87,095
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	7,696	4,715	8,079
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	23,809	18,193	26,798
d. All students in regular assessment with accommodations scored at or above proficient against grade level	36	20	609

Group	Grade 4	Grade 8	Grade HS
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,738	346	185
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	19	3	120

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

### 3D – FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	17.80%	43.93%	26.16	23.07	26.13	Did not meet target	No Slippage
B	Grade 8	7.88%	42.40%	33.96	35.39	34.52	Met target	No Slippage
C	Grade HS	7.04%	42.18%	36.27	36.03	35.14	Met target	No Slippage

### 3D – FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	22.83%	49.88%	26.32	24.98	27.05	Did not meet target	No Slippage

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B	Grade 8	7.40%	39.59%	31.84	30.35	32.19	Did not meet target	No Slippage
C	Grade HS	3.78%	31.47%	26.21	26.11	27.69	Did not meet target	Slippage

### Provide reasons for slippage for Group C

A root cause analysis found contributing factors for the slippage. Utah's proficiency rate for students with disabilities in HS Math decreased in FFY 2023. The USBE found that fewer students are enrolled in valid math courses as they progress from 8th to 10th grade from 3% of 8th grade students not enrolled in a valid math course to 12% of 10th grade students not enrolled in a valid math course.

The USBE also found a nine-percentage-point increase in enrollment in below grade level courses when students move from 9th grade to 10th grade. Students enrolled in general education math courses are more proficient than the students enrolled in special education math courses; 5% - 7% proficient in general education math courses and less than 1% proficient in special education math courses.

Utah's general education students increased their proficiency in FFY 2023 by one percentage point.

The USBE continues to share Utah's data and root cause analysis with LEAs promoting the importance of appropriate course enrollment for students with disabilities. The USBE remains focused towards greater inclusion of students with disabilities in general education courses by promoting and supporting co-teaching to ensure students with disabilities receive access to grade level core instruction. PL on specially designed instruction is provided across the state to inform general and special educators on instructional best practices for students with disabilities in all educational settings.

### 3D – Provide additional information about this indicator (optional)

None

### 3D – Prior FFY Required Actions

None

### 3D – OSEP Response

None

### 3D – Required Actions

None

# Indicator 4A: Suspension/Expulsion

## 4A – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results Indicator:** Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

## 4A – Data Source

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

## 4A – Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.

Include State’s definition of “significant discrepancy.”

## 4A – Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State’s n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State’s cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023

section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2023 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

4A – Indicator Data

4A – Historical Data

Baseline Year	Baseline Data
2021	18.18%

FFY	2018	2019	2020	2021	2022
Target <=	0.00%	0.00%	0.00%	0.00%	0.00%
Data	0.00%	0.00%	0.00%	18.18%	31.25%

## 4A – Targets

FFY	2023	2024	2025
Target <=	0.00%	0.00%	0.00%

### 4A – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.

- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 4A – FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

For Indicator 4A, to meet the state's minimum n- and cell sizes, there had to be at least 10 SWD enrolled in an LEA (n-size), and there had to be at least two SWD who received out-of-school suspensions and expulsions (OOS removals) of more than 10 days in the LEA (cell size).

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

The USBE worked directly with the IDC in FFY 2021 to update, improve, and develop protocols for the Indicator 4 process, including adjusting the state bar. The USBE’s previous methodology for setting the state bar, adding five percentage points to the State rate (which would have made the FFY 2023 state bar 5.12%), led to no LEAs being identified for significant discrepancy. The USBE explored various combinations of minimum n- and cell sizes along with various new methodologies for calculating the state bar (including 3, 4, and 5 times the state rate), applied to several years of data. With the help of stakeholder feedback, the USBE’s preferred combination of minimum n- and cell-sizes and state bar calculation methodology was chosen based on finding a balance of minimizing the number of LEAs excluded due to not meeting minimum n- and cell sizes, reducing “false positives” due to the composition of many small and unique charter schools in Utah, and not over-burdening the USBE or LEA staff with unmanageable numbers of, and excessively repetitive, reviews.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

No change from the prior SPP/APR reporting period.

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

The minimum n- and cell sizes were not changed.

If yes, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

139

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
7	18	31.25%	0.00%	38.89%	Did not meet target	Slippage

Provide reasons for slippage

The USBE is taking a more proactive, investigative approach to 4A discrepancies, which is resulting in higher identification rates. The USBE worked directly with the IDC in FFY 2021 to improve and update the Indicator 4 calculation process (including adjusting the State bar). The change in the calculation from five percentage points higher than the State rate (which would have made the State bar 5.12% in FFY 2023) to five times the state rate (which makes the State bar 0.60% in FFY 2023) resulted in an increase in LEAs identified.

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

#### **4A – State’s definition of “significant discrepancy” and methodology**

The USBE uses the "state bar" method for identifying significant discrepancy. The total OOS suspensions/expulsions within an LEA during a school year is calculated by summing up all OOS removals (including all removals of 10% of the day or longer). Statewide in FFY 2023 (school year 2022–2023 (SY 2023)), there were 130 SWD with OOS removals of more than 10 days. The USBE compares the LEA rate to the State rate. A significant discrepancy occurs when the LEA’s rate equals or exceeds 5x the State rate. Utah’s target is 0% of LEAs with a significant discrepancy.

The FFY 2023 State rate for OOS removals of SWD for more than 10 days was 0.12%. The USBE set the state bar as 5x the State rate, or 0.60% in FFY 2023. Any LEA that met minimum n- and cell sizes and had an OOS removal rate of greater than or equal to 0.60% was identified as having a significant discrepancy.

Of the 157 LEAs in Utah in SY 2023, 35 had one or more SWD with more than 10 days of OOS removals. Of these 35 LEAs, 18 met the minimum n- and cell sizes.

The 139 LEAs excluded from the calculation include: 122 LEAs excluded due to not having SWD with OOS removals of more than 10 days (did not meet the minimum cell size) and 17 LEAs who had SWD with OOS removals of more than 10 days but excluded due to not meeting the minimum n- and cell-sizes to determine significant discrepancy.

#### **4A – Provide additional information about this indicator (optional)**

None

#### **4A – Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)**

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

Seven LEAs were identified as having a significant discrepancy in FFY 2023. These LEAs were required to conduct a self-assessment review of their discipline policies and procedures, as well as a review of individual student files regarding practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and the IDEA Procedural Safeguards. The self-assessments were submitted to the USBE for review and determination of compliance, the need for correction, and verification of implementation of regulatory requirements.

Noncompliance was identified for five of the seven LEAs. Documentation of manifestation determinations, parent receipt of Procedural Safeguards, and attempts to address student behavior were not documented, and findings of noncompliance were issued.

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

If YES, select one of the following:

The State DID NOT ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP QA 23-01, dated July 24, 2023.

**The State must report on the correction of noncompliance in next year's SPP/APR consistent with requirements in the Measurement Table and OSEP QA 23-01, dated July 24, 2023. Please explain why the State did not ensure that policies, procedures, and practices were revised to comply with applicable requirements.**

The USBE is in the process of ensuring policies, procedures, and practices are revised, and that process will be completed by the end of April 2025. The delay in ensuring correction is due to timelines for reviewing the data, having LEAs complete the self-assessment, and the USBE completing its review of the self-assessment and student files. Written notification of findings of noncompliance based on the FFY 2023 self-assessments were sent to five LEAs in August of 2024, requiring student-specific correction and evidence of correct implementation of regulatory requirements to be completed by April 20, 2025. The LEAs were required to ensure the students reviewed during the self-assessment process are currently being provided a free appropriate public education (FAPE) and, if further suspension has occurred, appropriate policies and procedures are followed. The LEAs are additionally required to train staff on policies and procedures regarding Procedural Safeguards, manifestation determination, and FAPE requirements related to discipline. Training is based on approved LEA special education policies and procedures manuals. Student-specific correction and training on updated policies and procedures will be reported in the FFY 2024 SPP/APR.

The USBE has revised its procedures for future years to be able to report on correction in the APR in the year following the review and eliminate the one-year lag in reporting on correction data.

**4A – Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
5	5	0	0

**4A – FFY 2022 Findings of Noncompliance Verified as Corrected**

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*.

Five LEAs were issued findings of noncompliance.

- LEA 1 provided training to appropriate staff regarding disciplinary change of placement and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.

- LEA 2 updated its forms related to Manifestation Determination. The USBE reviewed the updated forms as well as one updated student file and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 3 provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed nine updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 4 provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed six updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 5 provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.

**Describe how the State verified that each *individual case* of noncompliance was corrected.**

- LEA 1 completed student specific corrections for two students. The LEA reviewed the two students for whom they had been issued findings. The two students had moved out of the LEA. The LEA demonstrated that FAPE was provided for the two students during the removal. Procedural Safeguards were provided to the family, although not during the initial Manifestation Review. All individual findings were verified as corrected.
- LEA 2 completed student specific corrections for one student. The LEA reviewed the files and found that FAPE was provided. Procedural Safeguards were provided to the family, although not during the initial Manifestation Review. All individual findings were verified as corrected.
- LEA 3 completed student specific corrections for nine students. The LEA submitted evidence that each student's IEP had been revised to appropriately address behavior issues for all nine students, that one student had a revised behavior intervention plan developed and implemented, three students had subsequent Manifestation Reviews where Procedural Safeguards were provided, and four students received services during a removal in order to receive FAPE. All individual findings were verified as corrected.
- LEA 4 completed student specific corrections for six students because it did not provide student-level data during the self-assessment and review demonstrating that Manifestation Determinations had been completed, and that Procedural Safeguards had been provided. The LEA provided documentation of a Manifestation Review for each of the six students and evidence that the LEA had determined that FAPE was provided during the removals for each of the six students. All individual findings were verified as corrected.
- LEA 5 completed student specific corrections for two students for whom Procedural Safeguards were not provided during the Manifestation Review. The LEA demonstrated that it provided Procedural Safeguards. All individual findings were verified as corrected.

## 4A – Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
N/A	N/A	N/A	N/A

### 4A - Prior FFY Required Actions

The State must report, in the FFY 2023 SPP/APR, on the correction of noncompliance that the State identified in FFY 2022 as a result of the review it conducted pursuant to 34 C.F.R. § 300.170(b). When reporting on the correction of this noncompliance, the State must report that it has verified that each district with noncompliance identified by the State: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

### 4A – Response to actions required in FFY 2022 SPP/APR

Correction of noncompliance information is included in the section titled Correction of Findings of Noncompliance Identified in FFY 2022.

### 4A - OSEP Response

None

### 4A - Required Actions

The State must report, in the FFY 2024 SPP/APR, on the correction of noncompliance that the State identified in FFY 2023 as a result of the review it conducted pursuant to 34 C.F.R. § 300.170(b). When reporting on the correction of this noncompliance, the State must report that it has verified that each district with noncompliance identified by the State: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

# Indicator 4B: Suspension/Expulsion

## 4B – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Compliance Indicator:** Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

## 4B – Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

## 4B – Measurement

Percent =  $\left[ \frac{\text{(\# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards)}}{\text{(\# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)}} \right] \times 100$ .

Include State's definition of "significant discrepancy."

## 4B – Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, by race and ethnicity, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA, by race and ethnicity).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy, by race and ethnicity. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, by race and ethnicity, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs, by race and ethnicity, to long-term

suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA

has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Targets must be 0% for 4B.

## 4B – Indicator Data

### 4B – Not Applicable

Select yes if this indicator is not applicable.

NO

### 4B – Historical Data

Baseline Year	Baseline Data
2021	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	46.67%

### 4B – Targets

FFY	2023	2024	2025
Target	0%	0%	0%

### 4B – FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities, by race and ethnicity, who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

For Indicator 4B, Utah's minimum n- and cell-sizes look at student counts within the racial/ethnic group being analyzed. To meet the minimum n- and cell-sizes in a racial/ethnic group there had to be at least 10 students with disabilities (SWD) in that racial/ethnic group enrolled in the LEA (n-size), and there had to be at least two students with disabilities in that racial/ethnic group who received out-of-school suspensions and expulsions (OOS removals) of more than 10 days in the LEA (cell size).

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

The USBE worked directly with the IDC in FFY 2021 to update, improve, and develop protocols for the Indicator 4 process, including adjusting the state bar. The USBE's previous methodology

for setting the state bar, adding five percentage points to the State rate (which would have made the FFY 2023 state bar 5.12%), led to no LEAs identified for significant discrepancy. The USBE explored various combinations of minimum n- and cell-sizes along with various new methodology for calculating the state bar (including 3, 4, and 5 times the state rate), applied to several years of data. The USBE’s preferred combination of minimum n- and cell-sizes and state bar calculation methodology was chosen based on finding a balance of minimizing the number of LEAs excluded due to not meeting minimum n- and cell-sizes, reducing “false positives” due to the composition of many small and unique Charter LEAs in Utah, and not over-burdening the USBE or LEA staff with unmanageable numbers of, and excessively repetitive, reviews. Information about the updated methodology choices and outcomes was presented to stakeholders for feedback which resulted in a consensus for the USBE’s current methodology.

**If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.**

There is no change from the prior SPP/APR reporting period.

**If yes, the State must provide an explanation why the minimum n and/or cell size was changed.**

There is no change from the prior SPP/APR reporting period.

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.**

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Number of LEAs that have a significant discrepancy by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
9	6	16	46.67%	0%	37.50%	Did not meet target	No Slippage

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

**Were all races and ethnicities included in the review?**

YES

## **4B – State’s definition of “significant discrepancy” and methodology**

The USBE uses the "state bar" method for identifying significant discrepancy. The total out of school suspensions/expulsions within an LEA during a school year is calculated by summing up all OOS removals (including all removals of 10% of the day or longer). Statewide in SY2023 there were 130 SWD with OOS removals of more than 10 days. SWD with more than 10 days of OOS removals are identified. The USBE compares the LEA rate to the State rate. A significant discrepancy occurs when the LEA’s rate equals or exceeds five times the State rate. Utah’s target is 0% of LEAs with a significant discrepancy.

The FFY 2023 (school year 2022–2023 (SY 2023)) State rate for OOS removals of SWD for more than 10 days was 0.12%. The USBE set the state bar as five times the State rate, or 0.60% in FFY 2023. Any LEA that met minimum n- and cell-sizes (see definition above) and had an OOS removal rate among students in a racial/ethnic group of greater than 0.60% was flagged for significant discrepancy. Of 157 LEAs in Utah in SY 2023, 35 had one or more SWD who had a cumulative of 10 or more days of OOS removals and 122 did not have any SWD with more than 10 days of OOS removals. Of the 35 LEAs that had SWD with more than 10 days of OOS removals, 16 LEAs met the minimum n- and cell-sizes in one or more racial/ethnic group and 19 LEAs did not.

The 141 LEAs excluded from the calculation includes: 122 LEAs that were excluded due to not having SWD with OOS removals of more than 10 days (did not meet the minimum cell size), and 19 LEAs that were excluded due to not meeting the minimum n- and cell-sizes for at least one racial/ethnic group.

## **4B – Provide additional information about this indicator (optional)**

None

## **4B – Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)**

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Six LEAs were identified with a significant discrepancy by race or ethnicity in FFY 2023. The identified LEAs were required to conduct a self-assessment review of the LEAs discipline policies and procedures, as well as a review of individual student files regarding practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and the Procedural Safeguards. The self-assessments were submitted to the USBE for review, along with the student files used for the self-assessment and USBE determined compliance, the need for correction, and verification of implementation of regulatory requirements.

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

If YES, select one of the following:

The State DID NOT ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP QA 23-01, dated July 24, 2023.

**The State must report on the correction of noncompliance in next year's SPP/APR consistent with requirements in the Measurement Table and OSEP QA 23-01, dated July 24, 2023. Please explain why the State did not ensure that policies, procedures, and practices were revised to comply with applicable requirements.**

The USBE reviewed the policies, procedures, and practices of each of the six LEAs identified for significant discrepancy. The USBE determined policies were compliant, but procedures and practices required revision. A letter of noncompliance was sent to each of the LEAs August 20, 2024, requiring student-specific correction and evidence of correct implementation of regulatory requirements due April 20, 2025.

## 4B – Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	7	0	0

## 4B – FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*.

Seven LEAs were issued findings of noncompliance.

- LEA 1 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 2 had policies and procedures previously approved by the USBE. The LEA updated its forms related to Manifestation Determination. The USBE reviewed the updated forms as well as one updated student file and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 3 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed nine updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 4 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed six updated student files after the training and

verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.

- LEA 5 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 6 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.
- LEA 7 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements, consistent with OSEP QA 23-01.

**Describe how the State verified that each *individual case* of noncompliance was corrected.**

- LEA 1 completed student specific corrections for two students. The LEA reviewed the two students for whom they had been issued findings. The two students had moved out of the LEA. The LEA demonstrated that FAPE was provided for the two students during the removal. Procedural Safeguards were provided to the family, although not during the initial Manifestation Review. All individual findings were verified as corrected.
- LEA 2 completed student specific corrections for one student. The LEA reviewed the files and found that FAPE was provided. Procedural Safeguards were provided to the family, although not during the initial Manifestation Review. All individual findings were verified as corrected.
- LEA 3 completed student specific corrections for nine students. The LEA submitted evidence that each student's IEP had been revised to appropriately address behavior issues for all nine students, that one student had a revised behavior intervention plan developed and implemented, three students had subsequent Manifestation Reviews where Procedural Safeguards were provided, and four students received services during a removal in order to receive FAPE. All individual findings were verified as corrected.
- LEA 4 completed student specific corrections for six students because it did not provide student-level data during the self-assessment and review demonstrating that Manifestation Determinations had been completed, and that Procedural Safeguards had been provided. The LEA provided documentation of a Manifestation Review for each of the six students and evidence that the LEA had determined that FAPE was provided during the removals for each of the six students. All individual findings were verified as corrected.
- LEA 5 completed student specific corrections for two students for whom Procedural Safeguards were not provided during the Manifestation Review. The LEA demonstrated that it provided Procedural Safeguards. All individual findings were verified as corrected.

- LEA 6 completed student specific corrections for two students for whom a manifestation determination review had not been done to determine if the conduct was a result of the LEA's failure to implement the IEP or if the conduct was a manifestation of the student's disability. They also demonstrated that Procedural Safeguards were provided. The USBE verified all corrections.
- LEA 7 completed student-specific corrections for two students for whom a manifestation determination review had not been done to determine if the conduct was a result of the LEA's failure to implement the IEP or if the conduct was a manifestation of the student's disability. They also demonstrated that Procedural Safeguards were provided. The USBE verified all corrections.

## 4B – Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
N/A	N/A	N/A	N/A

## 4B - Prior FFY Required Actions

Because the State reported less than 100% compliance (greater than 0% actual target data for this indicator) for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the districts identified with noncompliance in FFY 2022 have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## 4B – Response to actions required in FFY 2022 SPP/APR

Correction of noncompliance information is included in the section titled Correction of Findings of Noncompliance Identified in FFY 2022.

## 4B – OSEP Response

None

## 4B– Required Actions

Because the State reported less than 100% compliance (greater than 0% actual target data for this indicator) for FFY 2023, the State must report on the status of correction of noncompliance

identified in FFY 2023 for this indicator. The State must demonstrate, in the FFY 2024 SPP/APR, that the districts identified with noncompliance in FFY 2023 have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case or child-specific noncompliance and is correctly implementing the specific regulatory requirements.

# Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

## 5 – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

## 5 – Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS002.

## 5 – Measurement

- A. Percent =  $\left[ \frac{\text{(\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80\% or more of the day)}}{\text{(total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$ .
- B. Percent =  $\left[ \frac{\text{(\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40\% of the day)}}{\text{(total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$ .
- C. Percent =  $\left[ \frac{\text{(\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements)}}{\text{(total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$ .

## 5 – Instructions

*Sampling from the State 's 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

## 5 – Indicator Data

### 5 – Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A	2018	Target >=	58.97%	59.41%	65.12%	65.12%	65.79%
A	65.12%	Data	65.12%	67.84%	70.54%	72.13%	73.60%
B	2018	Target <=	13.22%	13.15%	9.71%	9.71%	9.43%
B	9.71%	Data	9.71%	9.13%	8.43%	8.44%	8.53%
C	2018	Target <=	3.00%	3.00%	2.78%	2.78%	2.77%
C	2.67%	Data	2.67%	2.58%	2.68%	2.54%	2.35%

### 5 – Targets

FFY	2023	2024	2025
Target A >=	66.47%	67.81%	70.50%
Target B <=	9.16%	8.61%	7.50%
Target C <=	2.75%	2.68%	2.65%

### 5 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-

measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 5 – Prepopulated Data

Source	Date	Description	Data
SY 2023-24 Child Count/ Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	Total number of children with IEPs aged 5 (kindergarten) through 21	87,548
SY 2023-24 Child Count/ Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	64,889
SY 2023-24 Child Count/ Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	7,328
SY 2023-24 Child Count/ Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools	1,913
SY 2023-24 Child Count/ Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities	25
SY 2023-24 Child Count/ Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements	83

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

## 5 – FFY 2023 SPP/APR Data

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	64,889	87,548	73.60%	66.47%	74.12%	Met target	No Slippage

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	7,328	87,548	8.53%	9.16%	8.37%	Met target	No Slippage
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	2,021	87,548	2.35%	2.75%	2.31%	Met target	No Slippage

## 5 – Provide additional information about this indicator (optional)

The denominator (the total number of children with IEPs aged 5 (kindergarten) through 21) only includes parentally placed in private school students (PPPS) for whom their disability status is known.

## 5 – Prior FFY Required Actions

None

## 5 – OSEP Response

None

## 5 – Required Actions

None

# Indicator 6: Preschool Environments

## 6 – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility.
- C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

## 6 – Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS089.

## 6 – Measurement

- A. Percent =  $\left[ \frac{\text{(\# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total \# of children ages 3, 4, and 5 with IEPs)}} \times 100 \right]$
- B. Percent =  $\left[ \frac{\text{(\# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility)}}{\text{(total \# of children ages 3, 4, and 5 with IEPs)}} \times 100 \right]$
- C. Percent =  $\left[ \frac{\text{(\# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home)}}{\text{(total \# of children ages 3, 4, and 5 with IEPs)}} \times 100 \right]$

## 6 – Instructions

*Sampling from the State 's 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (e.g., 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

## 6 – Indicator Data

### 6 – Not Applicable

Select yes if this indicator is not applicable.

NO

### 6 – Historical Data (Inclusive) – 6A, 6B, 6C

Part	FFY	2018	2019	2020	2021	2022
A	Target >=	36.32%	36.52%	46.86%	46.86%	47.75%
A	Data	48.09%	52.05%	50.69%	50.73%	48.97%
B	Target <=	41.35%	41.15%	32.67%	32.67%	32.34%
B	Data	28.50%	29.76%	31.14%	31.66%	31.67%
C	Target <=	N/A	N/A	0.31%	0.31%	0.30%
C	Data	N/A	N/A	0.31%	0.27%	0.15%

### 6 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 6 – Targets

Please select if the State wants to set baselines and targets based on individual age ranges (i.e., separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.

Inclusive Targets

Please select if the State wants to use target ranges for 6C.

Target Range not used

## 6 – Baselines for Inclusive Targets option (A, B, C)

Part	Baseline Year	Baseline Data
A	2018	46.86%
B	2018	32.67%
C	2018	0.25%

## Inclusive Targets – 6A, 6B

FFY	2023	2024	2025
Target A >=	48.65%	50.43%	54.00%
Target B <=	32.00%	31.34%	30.00%

## Inclusive Targets – 6C

FFY	2023	2024	2025
Target C <=	0.29%	0.28%	0.24%

## 6 – Prepopulated Data

### 6 – Data Source

SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

### 6 – Date

07/31/2024

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	2,804	3,938	1,117	7,859
a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	1,285	1,984	603	3,872
b1. Number of children attending separate special education class	943	1,081	283	2,307
b2. Number of children attending separate school	63	83	13	159
b3. Number of children attending residential facility	0	0	0	0
c1. Number of children receiving special education and related services in the home	1	3	3	7

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

## 6 – FFY 2023 SPP/APR Data – Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	3,872	7,859	48.97%	48.65%	49.27%	Met target	No Slippage
B. Separate special education class, separate school, or residential facility	2,466	7,859	31.67%	32.00%	31.38%	Met target	No Slippage
C. Home	7	7,859	0.15%	0.29%	0.09%	Met target	No Slippage

## 6 – Provide additional information about this indicator (optional)

None

## 6 – Prior FFY Required Actions

None

## 6 – OSEP Response

None

## 6 – Required Actions

None

# Indicator 7: Preschool Outcomes

## 7 – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

## 7 – Data Source

State selected data source.

## 7 – Measurement

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $\left[ \frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $\left[ \frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $\left[ \frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $\left[ \frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $\left[ \frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$

## 7 – Summary Statements for Each of the Three Outcomes:

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

## 7 – Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates.

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining “comparable to same-aged peers.” If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining “comparable to same-aged peers” has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 – Indicator Data

### 7 – Not Applicable

Select yes if this indicator is not applicable.

NO

## 7 – Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A1	2018	Target >=	95.10%	95.30%	88.86%	88.86%	88.94%
A1	88.86%	Data	88.86%	89.18%	91.49%	87.12%	89.23%
A2	2018	Target >=	52.93%	53.13%	55.80%	55.80%	56.33%
A2	58.94%	Data	58.94%	57.20%	57.83%	49.20%	49.28%
B1	2018	Target >=	93.21%	93.41%	88.41%	88.41%	88.73%
B1	88.41%	Data	88.41%	90.04%	92.26%	89.09%	91.32%
B2	2018	Target >=	48.71%	48.91%	48.48%	48.48%	48.80%
B2	50.48%	Data	50.48%	48.70%	49.86%	39.48%	40.53%
C1	2018	Target >=	93.92%	94.12%	89.86%	89.86%	90.00%
C1	86.86%	Data	89.86%	89.68%	92.23%	86.43%	89.77%
C2	2018	Target >=	67.21%	67.41%	66.44%	66.44%	67.01%
C2	70.52%	Data	70.52%	66.95%	68.44%	53.78%	53.61%

## 7 – Targets

FFY	2023	2024	2025
Target A1 >=	89.02%	89.18%	89.50%
Target A2 >=	56.85%	57.90%	60.00%
Target B1 >=	89.06%	89.71%	91.00%
Target B2 >=	49.11%	49.74%	51.00%
Target C1 >=	90.15%	90.43%	91.00%
Target C2 >=	67.58%	68.72%	71.00%

## 7 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

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- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.

- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 7 – FFY 2023 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed

3,694

### 7 – Outcome A: Positive social-emotional skills (including social relationships)

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	15	0.41%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	310	8.39%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,515	41.01%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,604	43.42%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	250	6.77%

Outcome A	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	3,119	3,444	89.23%	89.02%	90.56%	Met target	No Slippage

Outcome A	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	1,854	3,694	49.28%	56.85%	50.19%	Did not meet target	No Slippage

## 7 – Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	8	0.22%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	293	7.93%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,766	47.81%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,509	40.85%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	118	3.19%

Outcome B	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	3,275	3,576	91.32%	89.06%	91.58%	Met target	No Slippage

Outcome B	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. <i>Calculation: <math>(d+e)/(a+b+c+d+e)</math></i>	1,627	3,694	40.53%	49.11%	44.04%	Did not meet target	No Slippage

## 7 – Outcome C: Use of appropriate behaviors to meet their needs

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	16	0.43%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	312	8.45%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,369	37.06%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,766	47.81%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	231	6.25%

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: <math>(c+d)/(a+b+c+d)</math></i>	3,135	3,463	89.77%	90.15%	90.53%	Met target	No Slippage

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	1,997	3,694	53.61%	67.58%	44.06%	Did not meet target	No Slippage

Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)

YES

Sampling Question	Yes / No
Was sampling used?	NO

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)

YES

List the instruments and procedures used to gather data for this indicator.

Data is collected in the UPIPS online tool. LEAs and the USBE can generate reports on the compliance data collected. These data and reports are used in the UPIPS onsite monitoring process and the APR. Indicator 7 early childhood outcomes data is collected in the UPOD portion of the UPIPS tool. Teachers collect then enter entry and exit outcome scores, along with the name of the assessment tool utilized, into UPOD when a student enters preschool and when the student exits preschool services, such as when the student transitions from preschool to kindergarten. The LEA report section provides LEA-specific IDEA Part B early childhood outcomes data and overall statewide data with n-sizes and percentages transferred to the APR.

## 7 – Provide additional information about this indicator (optional)

None

## 7 – Prior FFY Required Actions

None

## 7 – OSEP Response

None

## 7 – Required Actions

None

# Indicator 8: Parent involvement

## 8 – Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

### 8 – Data Source

State selected data source.

### 8 – Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

### 8 – Instructions

*Sampling of parents from whom response is requested is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates.*

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State’s analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

## 8 – Indicator Data

Question	Yes / No
Do you use a separate data collection methodology for preschool children?	NO

## 8 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

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- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE

continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 8 – Historical Data

Baseline Year	Baseline Data
2018	78.38%

FFY	2018	2019	2020	2021	2022
Target >=	80.52%	81.33%	78.38%	78.38%	78.58%
Data	78.38%	78.84%	78.56%	80.10%	77.29%

## 8 – Targets

FFY	2023	2024	2025
Target >=	78.79%	79.19%	80.00%

## 8 – FFY 2023 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
1,763	2,149	77.29%	78.79%	82.04%	Met target	No Slippage

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

LEAs provide the USBE with contact information for all students with disabilities that are on the LEA's student list. The parent survey sample is based on the number of students with disabilities enrolled in the LEA. Parents who receive the survey are based on a statistical sampling of the LEA including parents of both preschool and school-age students with disabilities. The contact information provided by the LEA is sorted based on student grade, least restrictive environment code, and disability category. The sorted data is used to gather a representative sample of the LEA. The student data sorting procedure ensures that parents from all student groups are represented in the sample. All parents receive the same survey. Survey collection procedures ensure both preschool and school age students are represented in an equitable way. Please refer to the "sampling methodology" section below for additional discussion on how the USBE's data collection procedures ensure equitable representation among preschool and school-age students. Once the surveys are completed for all LEAs in the survey sample, the data is aggregated to determine the State rate for Indicator 8. The USBE uses the expertise of an external, contracted statistician to aggregate the data and increase the validity and reliability of the data.

The number of parents to whom the surveys were distributed.

7,748

Percentage of respondent parents

27.74%

## 8 – Response Rate

FFY	2022	2023
Response Rate	22.51%	27.74%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

The USBE used the metric of +/- 3% discrepancy in the proportion of responders compared to target group.

Include the State’s analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

The USBE compared the race/ethnicity and grade group demographics of students receiving special education services to the students for whom parents responded using a +/- 3% criteria to identify over-or under-representativeness.

Using this methodology, the demographics of the students for whom the parents responded are partially representative. Of students receiving special education services, 67% are White and 24% are Hispanic. However, of the students for whom parents responded, 76% were White and 17% were Hispanic. The demographics of students for whom parents responded of all other racial/ethnic groups were within the 3% discrepancy margin. Additionally, of students receiving special education services, 29% are in grades K–3 and 19% are in grades 7–9. However, of the students for whom parents responded, 33% were in grades K-3 and 15% were in grades 7–9. The demographics of students for whom parents responded for preschool, grades 4–6, and 10–12 were within the 3% discrepancy margin.

The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)

NO

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

The USBE is continually working to increase efforts to engage responses from parents in the Hispanic and Pacific Islander communities. Additional analysis and investigation into students and parents who are African American/Black will help identify strategies to increase participation from this community as well. Community partnerships will help to strengthen the relationship the USBE has with these communities and will be assessed during the next cycle’s response rate.

This work is already underway through collaboration with community partners and other USBE sections, teams, and committees. The USBE will also be working with one LEA to provide coaching and mentorship as we work to strengthen our relationship with Native American families. Community partners as well as members of the USBE have been identified to support these efforts.

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

During the fall of 2024, with support from the UPC and the LEAs, the USBE polled families to inquire about the best methods of contacting them. Results indicated standard messaging system (SMS), also known as text messaging, was the most preferred method for parents and families to receive generalized information and the second most preferred method to receive personalized information. While it was also identified that administering the survey by SMS could result in the unintentional miscommunication of urgency or concerns over privacy, the information gathered from the polls has helped the USBE to identify and develop strategies to engage families using SMS as a strategy for LEA outreach. LEA outreach will include messages with updates on the survey administration cycle, how to access the survey, how to find the survey, options to complete the survey, the impact that survey completion has directly on the services their student(s) receive, and a better understanding of how data is gathered and shared with the state and with their LEA. The state will also work to implement a state-wide campaign to improve survey awareness for families through public campaigns including the USBE social media accounts which can be shared with community partners and LEAs. Community partners like the UPC will receive direct outreach requesting they share information and materials with families to increase community awareness with an emphasis on targeting demographic groups that are underrepresented in the survey response rate. Strategies for school and community partner collaboration will be identified, developed, and shared with all LEAs. LEAs with low response rates will continue to receive individualized technical assistance.

The USBE Parent and Family Engagement Specialist who oversees the administration of the Indicator 8 Parent Involvement survey will develop a training module for incoming special education paraprofessionals, teachers, and administrators to support the ongoing turnover experienced in these positions.

LEA leaders will also have access to technical assistance and will be able to request professional learning for themselves and their teams to utilize LEA-wide data, goals, and stakeholder input to improve their positive parent involvement score. One practice that is underway is alignment of parent, family, and community engagement strategies with the USBE's work using WestEd's Comprehensive Assessment of Leadership for Learning framework. The Indicator 8 survey continues to be discussed and interwoven into professional learning opportunities for Utah LEAs as a meaningful data point to utilize as they develop school improvement goals and strategies.

Additionally, input from stakeholders has identified a need to improve the efficiency and accuracy of contact information collection. The USBE will be working to shift the data collection from having LEAs populate missing contact information to verifying the information provided through the state information system. While making this shift, the USBE will continue to check on the need to update survey parent letters and the survey itself based on state demographics.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.**

Nonresponse bias measures the differences in opinions between respondents and non-respondents in meaningful ways, such as the positivity of responses. Utah's response rate is 28%, which is relatively high, but nonresponse bias can still occur if certain subgroups are underrepresented. Significant differences in response rates by race/ethnicity and grade group indicate that some subgroups are systematically underrepresented. However, there were no significant differences in the parent involvement scores between parents of white students and parents of Hispanic students. Significant differences in the parent involvement scores between parents of students in grades K-3 and grades 7-9 were found. Thus, the USBE concludes that nonresponse bias might be present based on the differences in response rates and parent involvement scores. Assessment of demographic responses over time in race/ethnicity groups and grade group classification over time has been assessed to identify recurring patterns and build relationships and resources for these groups. To increase the response rate and reduce potential nonresponse bias, the survey has been provided in both a paper and electronic format. The paper survey is also available in multiple languages. The USBE has dived deeper into its data to look at individual schools to identify outliers within LEAs to provide targeted support.

Sampling Question	Yes / No
Was sampling used?	YES
If yes, has your previously approved sampling plan changed?	NO

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

A new sampling plan was instituted in 2014-15 by the USBE and was approved by OSEP. All LEAs are divided into two rotating cohorts receiving the parent survey on a biennial basis. The four largest LEAs in the state are included in both cohorts and receive the survey every year. LEAs were stratified by student enrollment, geographical region of the state, race/ethnicity demographics, and socioeconomic level. LEAs across the stratified categories were randomly assigned to one of the two cohorts. Each of the two cohorts includes large, medium, and small LEAs.

A list of students with IEPs as of December 1 of the current school year is pulled from the state data system and provided to the USBE contracted statistician to produce a sample list and prepare for surveying and compiling results.

For each LEA, the USBE contracted statistician selects a stratified, representative group of parents to receive the parent survey. The number of parents chosen is dependent on the number of students with disabilities in the LEA. The sample sizes selected ensure roughly similar margins of error across the different LEA sizes.

For those LEAs that have more than 100 students, a sample of parents are chosen to receive the survey. The population is stratified by grade, race/ethnicity, primary disability, and gender to ensure representativeness of the resulting sample.

When calculating state-level results, responses are weighted by the student population size (i.e., an LEA that had four times as many students with disabilities as another LEA received four times the weight in computing overall state results). The parent survey is based on a Likert scale from “strongly agree” to “strongly disagree.” The maximum rating is 100% when a parent responds “strongly agree” on all questions. A 67% rating is when a parent responds “agree” on all questions, a 33% rating is when a parent responds “disagree” on all questions, and a 0% rating is when a parent responds “strongly disagree” on all questions. If a parent survey rating is 67% or higher, the survey has met the minimum threshold for Indicator 8. If a parent responds “strongly disagree” on any item, the survey has not met the indicator requirements.

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO
If yes, provide a copy of the survey.	N/A

## 8 – Provide additional information about this indicator (optional)

The USBE sends a survey introduction letter, a survey, and a business reply envelope (for parents to submit completed mailed surveys) through the U.S. Postal Service or email to every parent on the LEA’s determined sample list. Surveys are expected to be returned within one month. Any parents who have not returned the surveys within one month are provided bi-weekly reminders and are offered additional options for responding to the survey until the LEA reaches the desired response rate or the survey closes. LEAs also receive communication and suggested communication to parents with best practice communication strategies to ensure parents are aware of the survey’s purpose, use of data collected, and how to access the survey or find support regarding the survey.

The USBE made the survey available in a digital format this year for the fourth year in a row. The digital version of the survey was sent out to all parents who provided their email addresses and whose primary language was Spanish and/or English. Digital surveys were completed through Qualtrics which produced a spreadsheet of parent answers.

Completed paper surveys were scanned and processed with an Optical Mark Reader (OMR) software program. The software program helps eliminate human error during the scoring process. The program produces a spreadsheet of the parent responses. The OMR and Qualtrics survey data are merged into one spreadsheet which is securely provided to the USBE contracted statistician who calculates the results.

When calculating state-level results, responses are weighted by the student population size (i.e., an LEA that had four times as many students with disabilities as another LEA received four times the weight in computing overall state results). The parent survey is based on a Likert scale from “strongly agree” to “strongly disagree.” The maximum rating is 100% when a parent responds “strongly agree” on all questions. A 67% rating is when a parent responds “agree” on all questions, a 33% rating is when a parent responds “disagree” on all questions, and a 0% rating is when a parent responds “strongly disagree” on all questions. If a parent survey rating is 67% or higher, the survey has met the minimum threshold for Indicator 8. If a parent responds “strongly disagree” on any item, the survey has not met the indicator requirements.

## **8 – Prior FFY Required Actions**

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

## **8 – Response to actions required in FFY 2022 SPP/APR**

The State's FFY 2023 data are not from a response group that is representative of the demographics of children receiving special education services. This has been explained above. The actions the State is taking to address this issue as well as the State's analysis are also explained above.

## **8 – OSEP Response**

None

## **8 – Required Actions**

In the FFY 2024 SPP/APR, the State must report whether the FFY 2024 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

# Indicator 9: Disproportionate Representation

## 9 – Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

## 9 – Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

## 9 – Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

## 9 – Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

9 – Indicator Data

9 – Not Applicable

Select yes if this indicator is not applicable.

NO

9 – Historical Data

Baseline Year	Baseline Data
2021	1.44%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	Not Valid and Reliable	0.00%	0.00%	1.44%	0.00%

## 9 – Targets

FFY	2023	2024	2025
Target	0%	0%	0%

## 9 – FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

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Number of districts with disproportionate representation of racial/ethnic groups in special education and related services	Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
5	3	143	0.00%	0%	2.10%	Did not meet target	Slippage

### Provide reasons for slippage

In FFY 2022, no LEAs were found to have disproportionate representation due to inappropriate identification. However, in FFY 2023 three LEAs were found to have disproportionate representation due to inappropriate identification.

### Were all races and ethnicities included in the review?

YES

Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Disproportionate representation is a weighted risk ratio (WRR) of 3.00 or above. One year of data is used for this calculation. For all analysis group and comparison group calculations, the minimum cell size (the numerator) is 5, and the minimum n-size (the denominator) is 10.

For FFY 2023, Indicator 9 used school year (SY) 2023–2024 data. There were 155 LEAs open in Utah in 2023–2024. The USBE calculated a weighted risk ratio for every racial/ethnic group (analysis group) in each LEA based on their identification rates. Of the 155 LEAs, 143 met the minimum n- and cell size requirements to receive a final weighted risk ratio. Of these 143 LEAs, five had a WRR that met or exceeded the 3.00 threshold and were flagged for disproportionate representation.

**Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.**

All LEAs flagged for disproportionate representation were required to complete a self-assessment to determine if the disproportionate representation was due to inappropriate identification. This included a review of the LEA's policies, procedures, and practices related to referral, evaluation, and eligibility determination, as well as individual student file reviews regarding evaluation and eligibility determination measures taken for students in the flagged group(s). The USBE determined an LEA had disproportionate representation due to inappropriate identification when any level of noncompliance was identified by the USBE during the review of the LEA's self-assessment.

**9 – Provide additional information about this indicator (optional)**

The LEAs determined to have disproportionate representation due to inappropriate identification were issued written findings of noncompliance. The findings identified the specific area(s) of noncompliance and provided corresponding regulation. The LEAs were required to revise policies, procedures, and/or practices related to the development and implementation of eligibility and IEP documents. Within one year of identification, all noncompliance will be verified as corrected in accordance with OSEP QA 23-01.

**9 – Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**9 – Correction of Findings of Noncompliance Identified Prior to FFY 2022**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
N/A	N/A	N/A	N/A

## 9 – Prior FFY Required Actions

None

## 9 – OSEP Response

None

## 9 – Required Actions

Because the State reported less than 100% compliance for FFY 2023 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. The State must demonstrate, in the FFY 2024 SPP/APR, that the three districts identified in FFY 2023 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of district and no outstanding corrective action exists under a State complaint or due process hearing decision for the child., consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

# Indicator 10: Disproportionate Representation in Specific Disability Categories

## 10 – Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

## 10 – Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

## 10 – Measurement

Percent =  $\left[ \frac{\text{\# of districts, that meet the State-established } n \text{ and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}}{\text{\# of districts in the State that meet the State-established } n \text{ and/or cell size (if applicable) for one or more racial/ethnic groups}} \right] \text{ times } 100.$

Include State's definition of "disproportionate representation". Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

## 10 – Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning

disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 10 – Indicator Data

### 10 – Not Applicable

Select yes if this indicator is not applicable.

NO

### 10 – Historical Data

Baseline Year	Baseline Data
2021	5.69%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	Not Valid and Reliable	0.00%	0.00%	5.69%	4.96%

### 10 – Targets

FFY	2023	2024	2025
Target	0%	0%	0%

### 10 – FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

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Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
27	4	123	4.96%	0%	3.25%	Did not meet target	No Slippage

Were all races and ethnicities included in the review?

YES

Define “disproportionate representation”. Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as

appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Disproportionate representation is a WRR of 3.00 or above. One year of data is used for this calculation. For all analysis group and comparison group calculations, the minimum cell size (the numerator) is five, and the minimum n-size (the denominator) is 10.

For FFY 2023, Indicator 10 used school year (SY) 2023–2024 data. There were 155 LEAs open in Utah in 2023–2024. The USBE calculated a WRR for every racial/ethnic group and disability category combination (analysis group) in each LEA based on their identification rates. Each LEA could have up to 42 risk ratios calculated—one for each of the seven racial/ethnic groups times the six primary disability categories (analysis groups). However, many LEAs in Utah have zero students in many of the analysis groups. In total, across the 155 LEAs, there were 2,556 analysis groups with 934 (36.5%) meeting the minimum n- and cell sizes.

Of the 155 LEAs, 123 met the minimum n- and cell size requirements to receive a final WRR for at least one analysis group. Of these 123 LEAs, 27 had a WRR for at least one analysis group that met or exceeded the 3.00 threshold and were flagged for disproportionate representation in specific disability categories.

**Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.**

All LEAs flagged for disproportionate representation were required to complete a self-assessment to determine if the disproportionate representation was due to inappropriate identification. This included a review of the LEA's policies, procedures, and practices related to referral, evaluation, and eligibility determination, as well as individual student file reviews regarding evaluation and eligibility determination measures taken for students in the flagged combination(s). LEAs were determined to have disproportionate representation due to inappropriate identification when any level of noncompliance was identified by the USBE during the review of the LEA self-assessments.

## **10 – Provide additional information about this indicator (optional)**

The LEAs determined to have disproportionate representation due to inappropriate identification were issued written findings of noncompliance. The findings identified the specific area(s) of noncompliance and provided corresponding regulation. The LEAs were required to revise policies, procedures, and/or practices related to the development and implementation of eligibility and IEP documents. Within one year of identification, all noncompliance will be verified as corrected in accordance with OSEP QA 23-01.

## 10 – Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
6	6	0	0

### 10 – FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*.

In FFY 2022, upon issuing a written notification of findings, the USBE required the six LEAs with noncompliance to submit an additional student file through the state data system. The LEAs were asked to provide a file for a student not already reviewed in the self-assessment. LEAs who had a pattern of noncompliance also received PL related to the pattern area. The USBE reviewed each additional student file. If the file was not compliant, the LEA was given individual TA and was required to correct the noncompliance. Based on the review of the additional file submitted through the state data system, as well as through any additional professional learning provided, the USBE verified each of the six LEAs is correctly implementing the regulatory requirements (i.e., achieved 100% compliance), consistent with OSEP QA 23-01. The six LEAs were notified upon verification of correction.

Describe how the State verified that each *individual case* of noncompliance was corrected.

Upon issuing written notification of findings of noncompliance, the USBE required the six LEAs to submit corrected files for each individual case of noncompliance or submit information that the student was no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01.

LEA #1 completed student specific corrections for two students. For both students, the LEA submitted the required information to correct the noncompliance. The USBE verified correction through desk monitoring.

LEA #2 completed student specific corrections for 16 students. For 10 of the students, the LEA submitted the required information to correct the noncompliance. The USBE verified correction through desk monitoring. For one of the students, the LEA submitted documentation showing the student changed eligibility categories. The USBE verified through desk monitoring that the new eligibility determination was done correctly. For two of the students, the LEA reported they graduated from high school and were no longer eligible for special education services. For two students, the LEA reported they moved and were no longer within the jurisdiction of the LEA. For the last student, the LEA discovered there was a data compliance error. The LEA corrected the data and the USBE verified correction through desk monitoring.

LEA #3 completed student specific corrections for two students. For one student, the LEA submitted the required information to correct the noncompliance. The USBE verified the correction through desk monitoring. For the other student, the LEA redetermined eligibility during the corrections process and found the student was no longer eligible for special education. USBE verified the documentation provided by the LEA through desk monitoring.

LEA #4 completed student specific corrections for one student. The LEA submitted documentation showing the student changed eligibility categories. The USBE verified through desk monitoring that the new eligibility determination was done correctly.

LEA #5 completed student specific corrections for two students. For both students, the LEA submitted the required information to correct the noncompliance. The USBE verified correction through desk monitoring.

LEA #6 completed student specific corrections for two students. For one student, the LEA submitted the required information to correct the noncompliance. The USBE verified the correction through desk monitoring. For the other student, the LEA reported the student moved and was no longer within the jurisdiction of the LEA.

## 10 – Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
N/A	N/A	N/A	N/A

## 10 – Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the six districts identified in FFY 2022 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## 10 – Response to actions required in FFY 2022 SPP/APR

None

## 10 – OSEP Response

None

## 10 – Required Actions

Because the State reported less than 100% compliance for FFY 2024 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. The State must demonstrate, in the FFY 2024 SPP/APR, that the four districts identified in FFY 2023 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

# Indicator 11: Child Find

## 11 – Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Child Find

**Compliance indicator:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

## 11 – Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

## 11 – Measurement

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

## 11 – Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after

identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 11 – Indicator Data

### 11 – Historical Data

Baseline Year	Baseline Data
2018	96.21%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	96.21%	97.10%	97.44%	96.24%	90.79%

### 11 – Targets

FFY	2023	2024	2025
Target	100%	100%	100%

### 11 – FFY 2023 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
657	572	90.79%	100%	87.06%	Did not meet target	Slippage

#### Provide reasons for slippage

Prior to FFY 2022, the USBE primarily used the date that consent for evaluation was received and the date that the last evaluation was completed to determine the timeline. The USBE did not look to ensure that every assessment was completed for which consent was given. FFY 2021 file reviews identified a trend where LEAs marked items on the consent form that were not evaluated after the date consent was received. This was primarily correlated with vision and hearing screeners that were marked on consent but then were never completed because the

teams pulled the data from the screeners forward. LEAs were officially notified in February 2022 that starting in FFY 2022, noncompliance would automatically be identified for initial evaluations when areas marked on the consent were not completed after the date consent was received.

The USBE reviews 50% of LEAs each school year. FFY 2023 was the first time that the current cohort of LEAs had file reviews since the change in procedure was implemented. Any student file reviewed in FFY 2022 and 2023 that obtained consent for areas not evaluated after the date consent was received was automatically triggered as noncompliant for the initial evaluation timeline.

The slippage in FFY 2022 and FFY 2023 is the direct result of changes in how the initial evaluations are monitored for all LEAs in the State.

### **Number of children included in (a) but not included in (b)**

85

### **Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.**

The days beyond the 45-school-day timeline range between 1–48 school days after the initial 45-school-day allocation. In our state database, if an LEA does not complete all the assessments for which consent was received during the initial 45-school-day range, the timeline is automatically set to 46 school days and marked as noncompliant. The reason our database is set to do this is because Utah determines that an evaluation is complete when all tests that consent were given for are completed. Even if an LEA holds an eligibility meeting, the evaluation may still not be complete if tests for which consent was given are not completed. Most of the timelines that were marked as one day past the timeline were marked as being beyond range by one day for this reason. This primarily correlates with vision and hearing screeners that were marked on consent but then were never completed because the teams pulled the data from the screeners forward. The other reasons for the delay range from staffing changes at the school, miscommunication among staff, difficulty finding testing administrators, and taking too long to administer the assessments.

### **Indicate the evaluation timeline used:**

The State established a timeline within which the evaluation must be conducted

### **What is the State's timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).**

The SpEd Rules II.D. establish that the initial evaluation must be conducted within 45 school days of receiving parental consent or student consent if the student is an adult. There are four exceptions to the initial timeline evaluation.

The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or

The student who is an adult repeatedly fails or refuses to participate in evaluation activities; or

A student enrolls in a school served by the LEA after the relevant timeframe has begun, and prior to a determination by the student's previous LEA as to whether the student is a student with a disability.

The exception in the SpEd Rules II.D.3.c. applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or student who is an adult and subsequent LEA agree to a specific time when the evaluation will be completed.

One student transferred to another LEA during the 45-school-day timeline and the subsequent LEA, and the parent agreed on a specific time when the evaluation would be completed.

### **What is the source of the data provided for this indicator?**

State monitoring

### **Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

Data for Indicator 11 were collected through file reviews during program monitoring visits and during Indicator 11 reviews focused on reviewing files for initial evaluation compliance. All file reviews were completed using the UPIPS tool. All LEAs receive a program monitoring visit at least once every six years.

Program monitoring visits take place onsite at the LEA and involve a review of the complete special education file for students, as selected by the USBE. The number of files selected for a program monitoring review is based on a statistical ratio of the LEA's special education population and may include a small number of initial evaluations. The total number of files reviewed depends on the size of the LEA. During the visit, the LEA is encouraged to invite staff to participate in and receive TA during the review process. All Indicator 11 data that comes from a program monitoring visit are included in the SPP/APR. Most of the Indicator 11 data are collected during Indicator 11 reviews.

In FFY 2023, all LEAs were divided into two rotating cohorts for receiving an Indicator 11 file review every other year. The four largest LEAs were included in both cohorts and receive an Indicator 11 review every year. LEAs were stratified by student enrollment, geographical region of the state, race/ethnicity demographics, and socioeconomic level. LEAs across the stratified categories were then randomly assigned to one of two cohorts. The USBE statistician helped compile the cohort list of LEAs to ensure each of the two cohorts included large, medium, and small LEAs. If an LEA was selected for a program monitoring visit the same year its cohort was selected for an Indicator 11 file review, Indicator 11 data were collected during the program monitoring visit. During an Indicator 11 review, the USBE reviewed up to 10 initial evaluation timelines for all LEAs regardless of the size of the LEA. The LEA selected which files were reviewed by the USBE. Indicator 11 reviews were conducted virtually with the LEA screen sharing while a USBE reviewer entered the data into the UPIPS tool.

## **11 – Provide additional information about this indicator (optional)**

In the FFY 2022 APR, Utah reported 63 students from 30 LEAs were not evaluated within the 45-school-day timeline. However, when the findings data was reviewed, it was determined that the report of the survey data had been calculated incorrectly. There were actually 99 students across 41 LEAs who were not evaluated within the 45-school-day timeline. Details of correction are provided below.

## 11 – Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
41	41	0	0

### 11 – FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*.

There were 41 LEAs that were issued findings of noncompliance. The USBE required that each LEA provide evidence of regulatory requirements by uploading alternate student files showing that all evaluations were completed within 45 school days from the date of consent. The alternate student files were evaluations completed by the LEA after the initial file review in order to show correct implementation of regulatory requirements. The documentation was uploaded into the State data system. The USBE reviewed all documents provided by the LEA to ensure the LEA was correctly implementing the regulatory requirements, consistent with OSEP QA 23-01.

Describe how the State verified that each *individual case* of noncompliance was corrected.

Since LEAs cannot retroactively correct the 45-school-day timeline, for each individual case of noncompliance, the USBE required each LEA to submit an alternate student file from the same special education teacher documenting the evaluation was completed within 45 school days. The USBE verified all corrections through desk monitoring.

LEA #1 submitted four alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #2 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #3 submitted seven alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #4 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #5 submitted three alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #6 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #7 submitted three alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #8 submitted five alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #27 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #28 submitted two alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #29 submitted ten alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #30 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #31 submitted four alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #32 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #33 submitted two alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #34 submitted five alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #35 submitted two alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #36 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #37 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #38 submitted to provide two alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #39 submitted two alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #40 submitted two alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #41 submitted three alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

## 11 – Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
N/A	N/A	N/A	N/A

## 11 – Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## 11 – Response to actions required in FFY 2022 SPP/APR

Correction of noncompliance information is included in the section titled Correction of Findings of Noncompliance Identified in FFY 2022.

## 11 – OSEP Response

None

## 11 – Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

# Indicator 12: Early Childhood Transition

## 12 – Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Effective Transition

**Compliance indicator:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

## 12 – Data Source

Data to be taken from State monitoring or State data system.

## 12 – Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

## 12 – Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child's third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 12 – Indicator Data

### 12 – Not Applicable

Select yes if this indicator is not applicable.

NO

### 12 – Historical Data

Baseline Year	Baseline Data
2018	99.62%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.62%	94.08%	95.76%	99.16%	99.57%

### 12 – Targets

FFY	2023	2024	2025
Target	100%	100%	100%

### 12 – FFY 2023 SPP/APR Data

Description	Number of Children
a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,750
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	532

Description	Number of Children
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	2,079
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	107
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	28
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	2,079	2,083	99.57%	100%	99.81%	Did not meet target	No Slippage

**Number of children who served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f**

4

**Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.**

LEA 1: One IEP was late due to the need for additional testing. This IEP was completed 39 days beyond the student's third birthday.

LEA 2: One IEP was late due to the need for additional testing. This IEP was completed 26 days beyond the student's third birthday.

LEA 3: One IEP was completed late due to the student having a birthday in the summer when the LEA was not in session. This IEP was completed 97 days beyond the student's third birthday.

LEA 4: One IEP was late due to the need for additional testing from a bilingual Speech and Language Pathologist. This IEP was completed 44 days beyond the student's third birthday.

**Attach PDF table (optional)**

N/A

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

The Transition from Early Intervention Data Input (TEDI) program has been fully operational since FFY 2009. TEDI accesses the Part C statewide database daily to obtain a list of all students that meet four criteria: 1) student is 27 months old, 2) has not opted out, 3) is actively enrolled, and 4) is considered potentially eligible for Part B. Student data is transferred to TEDI with student demographic information. As the Part C database transfers a student into TEDI, TEDI then accesses the USBE’s Statewide Student Identifier Database (SSID) to provide that student with a unique identification number that will continue with that student throughout the student’s public education experience in Utah. To ensure confidentiality, individual student-level data are only available to school personnel with the appropriate permissions within TEDI.

TEDI provides an up-to-date status of the Part C to Part B Transition meeting, the date of the student’s third birthday, and whether the student was found eligible or not eligible in Part B. The Part C database and the Part B database (TEDI) share data back and forth daily. Before a student’s file can be closed out in Part C, the provider is required to reconcile data from TEDI to ensure the exit reason is accurately recorded for each student that has been referred to Part B.

TEDI provides the USBE and the LEAs with the necessary census data to ensure timely transitions from Part C to Part B. These transition data were collected from July 1, 2023, through June 30, 2024. In reviewing LEA data on this indicator, the USBE followed guidance provided in the OSEP QA 23-01 document.

## 12 – Provide additional information about this indicator (optional)

N/A

## 12 – Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	7	0	0

## 12 – FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*.

The USBE Special Education Preschool Specialist completed a fidelity checklist of the Part C to Part B transition process with each LEA that had findings of noncompliance identified to ensure the regulatory requirements were correctly implemented. Additionally, the USBE Special Education Preschool Specialist reviewed additional files, verified that all additional files were compliant, and that all identified LEAs are correctly implementing the regulatory requirements.

**Describe how the State verified that each *individual case* of noncompliance was corrected.**

In FFY 2022, nine students across seven LEAs were not evaluated and determined eligible or ineligible for special education by the student's third birthday.

LEA 1: Two students were not evaluated by their third birthdays. The USBE met with the LEA to review the status of the students. Both students had been determined eligible and had IEPs that were being implemented. The eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR for both students.

LEA 2: Two students were not evaluated by their third birthdays. The USBE met with the LEA to review the two students' files. Both students had been determined eligible and had IEPs that were being implemented. The eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR for both students.

LEA 3: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA 4: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA 5: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA 6: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA 7: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the Eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

## **12 – Correction of Findings of Noncompliance Identified Prior to FFY 2022**

<b>Year Findings of Noncompliance Were Identified</b>	<b>Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR</b>	<b>Findings of Noncompliance Verified as Corrected</b>	<b>Findings Not Yet Verified as Corrected</b>
N/A	N/A	N/A	N/A

## **12 – Prior FFY Required Actions**

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance)

based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## **12 – Response to actions required in FFY 2022 SPP/APR**

Correction of noncompliance information is included in the section titled Correction of Findings of Noncompliance Identified in FFY 2022.

## **12 – OSEP Response**

None

## **12 – Required Actions**

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

# Indicator 13: Secondary Transition

## 13 – Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Effective Transition

**Compliance indicator:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

## 13 – Data Source

Data to be taken from State monitoring or State data system.

## 13 – Measurement

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

## 13 – Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

## 13 – Indicator Data

### 13 – Historical Data

Baseline Year	Baseline Data
2020	69.13%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	39.71%	52.10%	69.13%	69.39%	52.44%

### 13 – Targets

FFY	2023	2024	2025
Target	100%	100%	100%

### 13 – FFY 2023 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
368	596	52.44%	100%	61.74%	Did not meet target	No Slippage

## What is the source of the data provided for this indicator?

State monitoring

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

Data for Indicator 13 were collected through full monitoring visits and Indicator 13 file reviews focused on reviewing files for compliant postsecondary transition plans. All data were entered in the UPIPS online program. All LEAs receive a full monitoring visit at least once every six years. Full monitoring visits occur onsite at the LEA and include a review of entire student special education files selected by the USBE. The number of files selected for a full monitoring review is based on a statistical ratio of the LEA's special education population and may include a small number of postsecondary transition plans. The total number of files reviewed depends on the size of the LEA. During the visit, the LEA is encouraged to invite staff to participate in and receive TA during the review process and all Indicator 13 data that come from a full monitoring visit are included in the SPP/APR. Most of the Indicator 13 data were collected during Indicator 13 file reviews.

In FFY 2022, all LEAs were divided into two rotating cohorts for receiving an Indicator 13 file review every other year. The four largest LEAs in the state were included in both cohorts and received an Indicator 13 file review every year. LEAs were stratified by student enrollment, geographical region of the state, race/ethnicity demographics, and socioeconomic level. LEAs across the stratified categories were then randomly assigned to one of the two cohorts. The USBE statistician helped compile the cohort list of LEAs to ensure each of the two cohorts included large, medium, and small LEAs. If an LEA was selected for a full monitoring visit the same year its cohort was selected for an Indicator 13 file review, Indicator 13 data were collected during the full monitoring visit. The LEA did not receive a separate Indicator 13 file review. During an indicator file review, the USBE reviewed up to 10 postsecondary transition plans for all LEAs regardless of the size of the LEA. The LEA selected which files were reviewed by USBE. Indicator file reviews were conducted virtually with the LEA screen sharing while a USBE reviewer collected the data for Indicator 13.

Question	Yes / No
Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?	YES
If yes, did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age?	YES
If yes, at what age are youth included in the data for this indicator	14

## 13 – Provide additional information about this indicator (optional)

None

## 13 – Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
52	52	0	0

### 13 – FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*.

In FFY 2022, the USBE required that each LEA upload alternate student compliant postsecondary transition plans to demonstrate the LEA is correctly implementing the regulatory requirements. Each LEA was required to submit a specific number of alternate postsecondary transition plans based on the number of plans that were identified as noncompliant. The percentage of alternate postsecondary transition plans was determined by the number of individual cases of noncompliance within the LEA. For each 10% below 100% compliant, the LEA was required to upload one compliant alternate student postsecondary transition plan. The documentation was uploaded into the State data system. The USBE reviewed all documents provided by the LEA and verified the LEA was correctly implementing the regulatory requirements, consistent with OSEP QA 23-01.

Describe how the State verified that each *individual case* of noncompliance was corrected.

In FFY 2022, there were 270 individual cases of noncompliance. The USBE provided TA during the file review to the 52 LEAs that had noncompliant postsecondary transition plans (PSTPs).

LEA 1: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 2: 8 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 3: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 4: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 5: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 6: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 7: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 8: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 9: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 10: 8 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 11: 8 indiv. case ; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 12: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 13: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 14: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 15: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 16: 4 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 17: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 18: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 19: 7 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 20: 5 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 21: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 22: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 23: 7 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 24: 30 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 25: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 26: 10 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 27: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 28: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 29: 10 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 30: 4 indiv. cases ; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 31: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 32: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 33: 21 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 34: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 35: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 36: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 37: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 38: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 39: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 40: 20 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 41: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 42: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 43: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 44: 5 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 45: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 46: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 47: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 48: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 49: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 50: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 51: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 52: 7 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

## 13 – Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
N/A	N/A	N/A	N/A

## 13 – Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## 13 – Response to actions required in FFY 2022 SPP/APR

Correction of noncompliance information is included in the section titled Correction of Findings of Noncompliance Identified in FFY 2022.

## 13 – OSEP Response

None

## 13 – Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

# Indicator 14: Post-School Outcomes

## 14 – Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / Effective Transition

**Results indicator:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

## 14 – Data Source

State selected data source.

## 14 – Measurement

- A. Percent enrolled in higher education =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$

## 14 – Instructions

*Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population.*

Collect data by September 2024 on students who left school during 2022–2023, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2022–2023 or who were expected to return but did not return for the

current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

## **14 – I. *Definitions***

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services).

## **14 – II. *Data Reporting***

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);

4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

#### **14 – III. *Reporting on the Measures/Indicators***

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school must be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are

representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

## 14 – Indicator Data

### 14 – Historical Data

Measure	Baseline	FFY	2018	2019	2020	2021	2022
A	2018	Target >=	29.00%	29.75%	17.62%	17.62%	18.29%
A	19.62%	Data	19.62%	19.39%	17.88%	19.70%	17.87%
B	2018	Target >=	81.67%	85.07%	65.50%	65.50%	65.81%
B	67.60%	Data	67.60%	60.56%	65.55%	66.31%	65.39%
C	2018	Target >=	96.83%	99.83%	82.37%	82.37%	82.70%
C	84.37%	Data	84.37%	83.37%	82.82%	82.74%	83.68%

### 14 – Targets

FFY	2023	2024	2025
Target A >=	18.97%	20.31%	23.00%
Target B >=	66.13%	66.75%	68.00%
Target C >=	83.03%	83.69%	85.00%

### 14 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 14 – FFY 2023 SPP/APR Data

Description	Data
Total number of targeted youth in the sample or census	4,850
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	2,602
Response Rate	53.65%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	449
2. Number of respondent youth who competitively employed within one year of leaving high school	1,135
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	290
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	228

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Enrolled in higher education (1)	449	2,602	17.87%	18.97%	17.26%	Did not meet target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	1,584	2,602	65.39%	66.13%	60.88%	Did not meet target	Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	2,102	2,602	83.68%	83.03%	80.78%	Did not meet target	Slippage

Part	Reasons for slippage
B	<p>The disability categories of specific learning disability (SLD), autism, other health impairment (OHI), and intellectual disability (ID) all saw decreases in competitive employment. Respondents in the SLD category decreased from 54.19% in the 2023 survey year to 51.69% in the 2024 survey year. Respondents in the autism category decreased from 36.08% in the 2023 survey year to 30.30% in the 2024 survey year. Respondents in the OHI category decreased from 48.54% in the 2023 survey year to 42.09% in the 2024 survey year. Respondents in the ID category decreased from 24.86% in the 2023 survey year to 21.88% in the 2024 survey year. Students graduating with a regular diploma are employed 3% less than in FFY 2022. The largest race/ethnicity category of White respondents also decreased in competitive employment from 47.0% in the 2023 survey year to 41.91% in the 2024 survey year. The response rate for the Indicator 14 survey decreased by 0.55%. This year's survey showed an increase in respondents who exited with the alternate diploma from 2% last year to 3% this survey year and an increase of respondents who exited with a certificate of completion from 3% last survey year to 4% this survey year. Seventeen percent of respondents from last year's survey had not worked at all since exiting school and this has increased to 21% this year. The reported reasons given for not being engaged in employment were: 20% reported they were in school full-time (same as last survey year) and 34% stated some other health or disability related reason (up from 33% last survey year). This survey year, 7% of respondents stated they were unable to find work. This is up from 6% last survey year. This survey year, 9% of respondents stated they lacked the necessary skills and qualifications. This is up from 6% last survey year. According to the Utah State Office of Rehabilitation, while Utah's unemployment rate is lower than the national average, individuals seeking entry-level positions are facing more competition from older workers who are staying in or re-entering the workforce. Additionally, due to economic conditions, more adults are securing secondary employment, which makes it more challenging for high school graduates, especially those with disabilities, to stand out. There is also a growing expectation for skills and experience, even for entry-level positions.</p>
C	The 5% decrease in 14B directly impacted the slippage in C.

**Please select the reporting option your State is using:**

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

## 14 – Response Rate

FFY	2022	2023
Response Rate	54.20%	53.65%

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

The metric of a +/- 3% discrepancy in the proportion of responders compared to the target group was used to determine underrepresentation by the demographics listed on the [Utah 2024 Statewide Demographics Report of 2022–2023 Exiters with Disabilities](https://usbe-my.sharepoint.com/:b:/g/personal/emily_nordfelt_schools_utah_gov/EQMS3szearpKkYUiUpL0-6oBG4m863pW1GBsxF1qhea2yQ?e=WliN6m) (https://usbe-my.sharepoint.com/:b:/g/personal/emily\_nordfelt\_schools\_utah\_gov/EQMS3szearpKkYUiUpL0-6oBG4m863pW1GBsxF1qhea2yQ?e=WliN6m). The report has also been added to EMAPS as an attachment in case the link doesn't work.

**Include the State's analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State's analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

As shown in the USBE demographic table referenced above in the metric field, the percentages of respondents of all genders, disability categories, races/ethnicities, diploma/certification types, students who have reached maximum age of eligibility, and students who have dropped out are all within 3% of the statewide population of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)**

YES

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

N/A

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

The USBE has implemented several strategies to improve response rates. The biggest improvements have come from working with LEAs to improve their response rates by conducting their own surveys rather than relying solely on outside contractors. LEAs with the highest response rates are recognized during annual statewide meetings with special education directors and stakeholders, sharing steps that were taken by these LEAs, as encouragement and help for other LEAs to improve their response rates. Additionally, the USBE has worked with Utah Adult Education to identify exiters who are enrolled in or have completed an Adult Education Diploma or GED. This has improved our understanding of some of the dropout population. Finally, the USBE conducts communities of practice three times per year to support post school outcomes survey processes and data analysis. A new strategy the USBE is implementing beginning with the 2025 determination year is that all LEAs will be evaluated on their PSO survey response rate as part of their annual determination. We hope this will incentivize LEAs to continue to improve survey response rates.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Nonresponse bias was not identified because there was no demographic group identified as being underrepresented in the responses. The analysis used is included in the demographics table referenced above.

The FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. The demographic categories used to make the determination are outlined in the Utah 2024 Statewide Demographics Report of 2022-2023 Exiters with Disabilities pdf file. A link to this report was included in the section titled Describe the metric used to determine representativeness. The report has also been added as an attachment in EMAPS.

Sampling Question	Yes / No
Was sampling used?	NO

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	YES
If yes, attach a copy of the survey	Attached

## 14 – Provide additional information about this indicator (optional)

A new comprehensive postsecondary transition website was launched in August 2024 by the USBE. This website is designed to provide supports and resources for educators, families, and community partners, with the intent of improving post school outcomes for students with disabilities through interdisciplinary collaboration.

## 14 – Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school by race/ethnicity and at least one other demographic category approved through the stakeholder input process, as required by the Measurement Table.

## 14 – Response to actions required in FFY 2022 SPP/APR

The FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. The demographic categories used to make the determination are outlined in the Utah 2023 Statewide Demographics Report of 2022–2023 Exiters with Disabilities pdf file. A link to this report was included in the section titled Describe the metric used to determine representativeness. The report has also been added as an attachment in EMAPS.

## 14 – OSEP Response

OSEP notes that the State submitted verification that the attachment complies with Section 508 of the Rehabilitation Act of 1973, as amended (Section 508). However, one or more of the attachments included in the State's FFY 2023 SPP/APR submission are not in compliance with Section 508.

## 14 – Required Actions

OSEP notes that the State submitted verification that the attachment complies with Section 508 of the Rehabilitation Act of 1973, as amended (Section 508). However, one or more of the Indicator 14 attachments included in the State's FFY 2023 SPP/APR submission are not in compliance with Section 508 and will not be posted on the U.S. Department of Education's IDEA website. Therefore, the State must make the attachments available to the public as soon as practicable, but no later than 120 days after the date of the determination letter.

# Indicator 15: Resolution Sessions

## 15 – Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / General Supervision

**Results Indicator:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

## 15 – Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

## 15 – Measurement

Percent = (3.1(a) divided by 3.1) times 100.

## 15 – Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 15 – Indicator Data

Select yes to use target ranges

Target Range not used

## 15 – Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1 Number of resolution sessions	4
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1(a) Number resolution sessions resolved through settlement agreements	1

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

## 15 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp.

A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 15 – Historical Data

Baseline Year	Baseline Data
2018	44.44%

FFY	2018	2019	2020	2021	2022
Target >=	0.00%	N/A	N/A	N/A	N/A
Data	44.44%	80.00%	37.50%	33.33%	50.00%

## 15 – Targets

FFY	2023	2024	2025
Target >=	N/A	N/A	N/A

## 15 – FFY 2023 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
1	4	50.00%	N/A	25.00%	N/A	N/A

## 15 – Provide additional information about this indicator (optional)

The USBE held fewer than 10 resolution sessions in FFY 2023. One of the four resolution sessions was successfully resolved through settlement agreements. Due to Utah's consistently low number of resolution sessions, targets are not required.

## 15 – Prior FFY Required Actions

None

## 15 – OSEP Response

The State reported fewer than ten resolution sessions held in FFY 2023. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

## 15 – Required Actions

None

# Indicator 16: Mediation

## 16 – Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part B / General Supervision

**Results indicator:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

## 16 – Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED*Facts* Metadata and Process System (EMAPS)).

## 16 – Measurement

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by 2.1 times 100.

## 16 – Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 16 – Indicator Data

**Select yes to use target ranges**

Target Range not used

## 16 – Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1 Mediations held	13
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.a.i Mediations agreements related to due process complaints	1
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.b.i Mediations agreements not related to due process complaints	7

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

## 16 – Targets: Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp.

A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities, communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

#### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

#### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

## 16 – Historical Data

Baseline Year	Baseline Data
2018	68.75%

FFY	2018	2019	2020	2021	2022
Target >=	90.00%	60.00%	60.25%	60.50%	60.75%
Data	68.75%	62.50%	84.62%	45.45%	66.67%

## 16 – Targets

FFY	2023	2024	2025
Target >=	61.00%	61.25%	61.50%

## 16 – FFY 2023 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
1	7	13	66.67%	61.00%	61.54%	Met target	No Slippage

## 16 – Provide additional information about this indicator (optional)

Utah has a very low mediation rate, averaging around 12 mediation sessions per year over the past five years. In 2018, Utah had the second lowest total dispute resolution by State per 10,000 children. The USBE surveyed Indicator 16 targets and data for all 50 states and outlying territories. The USBE reviewed the 10 states with the lowest total dispute resolution by State per 10,000 children. A review of this data in conjunction with the USBE's mediation figures supports the baseline data from 2018. Where factors are in the USBE's control (e.g., the retention and training of skilled, knowledgeable mediators, timely responses to requests for mediation, establishing communication among the parties), the USBE meets the high standards that are set. However, while the USBE strives to have every mediation result in a mediation agreement, there are many factors in any given mediation session that are outside of the USBE's control.

## 16 – Prior FFY Required Actions

None

## 16 – OSEP Response

None

## 16 – Required Actions

None

# Indicator 17: State Systemic Improvement Plan

## 17 – Instructions and Measurement

**Monitoring Priority:** General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

## 17 – Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

## 17 – Instructions

**Baseline Data:** The State must provide baseline data that must be expressed as a percentage, and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

**Targets:** In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

**Updated Data:** In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

## 17 – Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

### *Phase I: Analysis:*

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Children with Disabilities;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

**Phase II: Plan** (which, is in addition to the Phase I content [including any updates] outlined above):

- Infrastructure Development;

- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation.

***Phase III: Implementation and Evaluation*** (which, in addition to the Phase I and Phase II content [including any updates]) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

### **Specific Content of Each Phase of the SSIP**

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

### ***Phase III: Implementation and Evaluation***

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

#### **A. Data Analysis**

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

#### **B. Phase III Implementation, Analysis and Evaluation**

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2024). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State

and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2023 APR, report on anticipated outcomes to be obtained during FFY 2024, i.e., July 1, 2024–June 30, 2025).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

### C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

### Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2023 APR, report on activities it intends to implement in FFY 2024, i.e., July 1, 2024–June 30, 2025) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

## 17 – Indicator Data

### 17 – Section A: Data Analysis

#### What is the State-identified Measurable Result (SiMR)?

Utah will reduce the percentage of students ages 19–22 (super seniors) exiting a post-high program who report being unengaged or under-engaged on the PSO survey by 20 percentage points over a five-year period (from 45.65% in FFY 2020 to 25.65% by FFY 2025).

#### Has the SiMR changed since the last SSIP submission? (yes/no)

NO

#### Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

**Provide a description of the subset of the population from the indicator.**

The subset consists of respondents to the PSO survey who were enrolled as “super seniors” at the time that they exited school. Super seniors are defined as students who did not exit with their four-year graduation cohort (i.e., the students with whom they entered in 9th grade and with whom they were expected to graduate/exit in four years). Instead, they took 1–3 years longer to exit. Generally, these students were between 19 and 22 years of age when they exited school.

The denominator for Indicator 17 includes all super seniors who responded to the PSO survey. The numerator is the count of super seniors who reported being unengaged or under-engaged on the PSO survey.

**Is the State’s theory of action new or revised since the previous submission? (yes/no)**

NO

**Please provide a link to the current theory of action.**

[Utah's current theory of action](https://schools.utah.gov/specialeducation/_specialeducation/_datareporting/_apr-spp-ssip/_ssipevaluationplan/Data2022FebruarySSIPTheoryAction.pdf) is located at

[https://schools.utah.gov/specialeducation/\\_specialeducation/\\_datareporting/\\_apr-spp-ssip/\\_ssipevaluationplan/Data2022FebruarySSIPTheoryAction.pdf](https://schools.utah.gov/specialeducation/_specialeducation/_datareporting/_apr-spp-ssip/_ssipevaluationplan/Data2022FebruarySSIPTheoryAction.pdf).

## 17 – Progress toward the SiMR

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages).**

**Select yes if the State uses two targets for measurement. (yes/no)**

NO

## 17 – Historical Data

Baseline Year	Baseline Data
2020	45.65%

## 17 – Targets

FFY	Current Relationship	2023	2024	2025
Target	Data must be less than or equal to the target	40.65%	35.65%	25.65%

## 17 – FFY 2023 SPP/APR Data

Number of Indicator 14 Survey Respondents ages 19–22 (super seniors) Reporting as Under-engaged or Disengaged	Total Number of Indicator 14 Survey Respondents ages 19–22 (super seniors)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
143	351	41.18%	40.65%	40.74%	Met target	No Slippage

**Provide the data source for the FFY 2023 data.**

The data was gathered from the PSO Survey.

**Please describe how data are collected and analyzed for the SiMR.**

The data is collected for Indicator 14. The data for a subset of students ages 19–22 is pulled out and analyzed for the SiMR.

**Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)**

NO

**Did the State identify any general data quality concerns, unrelated to COVID-19, which affected progress toward the SiMR during the reporting period? (yes/no)**

NO

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

NO

## **17 – Section B: Implementation, Analysis and Evaluation**

**Please provide a link to the State’s current evaluation plan.**

[Utah's current evaluation plan](https://www.schools.utah.gov/specialeducation/_specialeducation/_datareporting/_apr-spp-ssip/_ssipevaluationplan/Data2025JanuarySSIPEvaluationPlan.pdf) is located at [https://www.schools.utah.gov/specialeducation/\\_specialeducation/\\_datareporting/\\_apr-spp-ssip/\\_ssipevaluationplan/Data2025JanuarySSIPEvaluationPlan.pdf](https://www.schools.utah.gov/specialeducation/_specialeducation/_datareporting/_apr-spp-ssip/_ssipevaluationplan/Data2025JanuarySSIPEvaluationPlan.pdf).

**Is the State’s evaluation plan new or revised since the previous submission? (yes/no)**

NO

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

Utah’s SSIP Theory of Action began with the identification of common concerns and vision for improvement among the postsecondary transition stakeholders that make up the Statewide Postsecondary Transition Collaborative (STC) to Improve Post School Outcomes for Individuals with Disabilities. Those concerns were transformed into three broad improvement strategies, including comprehensive supports for youth and families, smooth flow of services, and coordination of services. The Theory of Action then demonstrated how each broad improvement strategy leveraged the strengths of the Utah State Board of Education (USBE) and its STC partner initiatives and priorities to build statewide capacity for improvement, while at the same time decreasing the impact of infrastructure gaps. All three broad improvement strategies were implemented during the reporting period. To summarize what is required to implement each strategy, common components or considerations of each strategy were turned into improvement activities. These are listed below.

**STRATEGY I - COMPREHENSIVE SUPPORTS FOR YOUTH AND FAMILIES (EQUITABLE ACCESS TO SUPPORTS AND RESOURCES FOR TRANSITION-AGE YOUTH AND THEIR FAMILIES - THE “WHO”)**

**a. Professional learning for educators.**

- Improve LEA attendance and participation in the Annual Postsecondary Transition Institute for educators. This institute is designed for teams to return year after year to set and complete annual goals to build capacity within their LEA to engage in quality

postsecondary transition planning for students with disabilities (SWD) as mandated in the Individuals with Disabilities Education Act (IDEA).

- b. Education and opportunities for youth and families (sharing information and improving skills).
  - Improve attendance and participation in Transition University for youth with disabilities and their families through the Utah Parent Center.
  - Improve enrollment in Pre-Employment Transition Services (Pre-ETS) for SWD through vocational rehabilitation.
  - Improve utilization of the Transition Elevated planning app among SWD as they participate in the development of their own Individualized Education Program (IEP) transition plan.
- c. Improve access to supports and services for underserved populations
  - Improve access to and enrollment in Career and Technical Education (CTE) pathways for SWD.
  - Improve LEA knowledge and utilization of the Career Development Credential for SWD

#### STRATEGY II - SMOOTH FLOW OF SERVICES FOR TRANSITION-AGE YOUTH (DESCRIBE THE IDEAL SET OF TRANSITION SERVICES AND EXPERIENCES - THE "WHAT")

- a. Improve our data match across agencies from 80% to 100%.
  - Student-level data sharing agreements in place between USBE, Department of Workforce Services (DWS), and Department of Health and Human Services (DHHS).
  - Establish a baseline for student-level data match across agencies.
- b. Tracking services and engagement over time by student.
  - Map services received for a representative sample of 2023 exiters (2024 survey respondents).
- c. Create a Portrait of Postsecondary Transition for SWD based on students in our sample who are engaged in the community after school (Indicator 14C).
  - Create a flow of services timeline for students, families, and educators.
  - Compile student success examples to share with students, families, and educators.

#### STRATEGY III - COORDINATION OF SERVICES FOR TRANSITION-AGE YOUTH IN UTAH (SYSTEMIC INTENTIONAL COORDINATION, STREAMLINED REFERRAL PROCESSES, ACTIVE COLLABORATION, EDUCATING YOUTH AND FAMILIES—THE 'HOW')

- a. Continue and scale up the work of the STC.
- b. Create a systematic referral process to use for referrals across agencies.
  - Create a standardized referral form with release of information for use between agencies.
  - Create a repository with each agency's information to which postsecondary transition stakeholders can refer students and families.
- c. Improve data sharing system to improve communication and coordination in co-serving youth across agencies.
  - Create an addendum for agency progress reporting forms to track information sharing between agencies.
  - Establish a baseline for the number of LEAs and outside agencies sharing progress data for students being co-served.

- d. Create a common language to communicate with families about postsecondary transition without jargon specific to different agencies.
  - Create a universal document with a common vision of postsecondary transition and a glossary of terms.
  - Build a website to house the vision and resources for postsecondary transition in Utah.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Utah's SSIP describes the state system of postsecondary transition (PST) service providers and its efforts to build capacity to assist LEAs to improve outcomes for SWD and evaluate the impact of Utah's improvement efforts. These improvement efforts align with the IDEA and Every Student Succeeds Act. The success of the SSIP requires systematic improvement across the USBE, LEAs, and community partner agencies to leverage existing strengths while simultaneously closing system gaps. These stakeholders need to make the following systems changes to impact the SiMR:

1. Align and leverage current PST improvement initiatives across stakeholders.
2. Increase utilization of evidence-based practices (EBPs).
3. Improve infrastructure and coordination for delivering effective PL & TA.
4. Increase meaningful collaboration of state and local stakeholders around SSIP efforts
5. Increase capacity to effectively utilize national TA resources.
6. Increase capacity at the local level to implement systems that support effective implementation of PST planning.

These combined efforts will lead to improved PST planning for SWD, which in turn will improve state results in graduation, dropout, and PSO in employment and higher education as SWD will have the skills and preparation needed to achieve post school success. To achieve systems change, the USBE implemented the following activities (with their related outputs and/or outcomes) for each improvement strategy. Descriptions of each activity are provided in the summary of EBPs.

#### COMPREHENSIVE SUPPORTS FOR YOUTH & FAMILIES

- 1) The Postsecondary Transition Institute (PTI) hosted 363 total participants, with 171 representing 36 LEA teams, in June 2024. Plans from 33 LEA teams were submitted to the USBE PST Specialists for review. Team plan themes included increased career preparation/exploration, graduation rate, collaboration (e.g., vocational rehabilitation (VR); school counseling), college readiness, employment, Indicator 13 compliance, parent engagement, PSO survey, Pre-ETS, self-determination/self-advocacy, and student-led IEPs. Support is provided to team leaders throughout the year through virtual CoP sessions providing TA and support for PST team plan implementation; PST-related topics relevant to the team plans; and networking/sharing successes and barriers in PST team planning.

- 2) The Supports for Youth and Families Workgroup (SYFW) analyzed previous years' feedback from the PTI for patterns that might inform better attendance from youth and families, how to attract new teams while keeping seasoned teams engaged, how to increase participation with CTE, and more effective team planning time. Themes were identified and shared with the PTI planning team for use in planning for 2025.
- 3) The SYFW created a brochure that was distributed to educators and families from the STC as a unified collaborative endorsing the three educational opportunities for youth and families above.
- 4) Eight youth with disabilities and 328 family members were trained using the Transition University curriculum 7/1/23–6/30/24. This is an increase over the last reporting period. The UPC has also begun collecting knowledge gain data from their workshops. The average knowledge gain per workshop using pre/post measures this reporting period was a 33% percent increase.
- 5) VR found they had inaccurately calculated the percentage of students receiving Pre-ETS services for the past three reporting periods—baseline SY 2020–21 (actually 22.24%), SY 2021–22 (actually 27.02%), & SY 2022–23 (actually 30.44%). This has been corrected for this reporting period, so there appears to be a significant jump from last period. During SY 2023–24, 39,096 transition-age youth were served in special education or had 504 Plans in place, making them potentially eligible for Pre-ETS services. From 7/1/23–6/30/24, 12,256 (31.35%) students accessed Pre-ETS services.  
(Note: This is only an estimate because the number of potentially eligible students was only the number of students with a current IEP or 504 Plan, whereas, the number of students served in Pre-ETS also includes students with a medical diagnosis but no IEP or 504 Plan. Those students who qualify for Pre-ETS without an IEP or 504 Plan could not reliably be excluded from the Pre-ETS data due to data collection processes. The percentage of potentially eligible students receiving Pre-ETS services is likely slightly lower, but this is the best comparison available with current data collection practices and remains consistent with the data collected and reported in the baseline year.)
- 6) In SY 2023–24, 2,2020 students used the Transition Elevated Planning App.
- 7) Using the baseline data from the last reporting period, a focus group study was designed this year to explore the practices of the schools with consistent representation and those with underrepresentation of SWD in CTE to identify patterns of practices that may inform TA and PL efforts for improvement. This study was approved this year and will be completed in the next reporting year.

#### SMOOTH FLOW OF SERVICES

- 1) This committee reviewed the Memorandum of Understanding (MOU) used by the State of Maine and has continued drafting a similar MOU for Utah for the DWS, DHHS, and USBE.
- 2) Interviews with PSO survey respondents to examine service patterns over time for those who reported being engaged in meaningful post school activities and for those who reported being under-engaged or unengaged were postponed to implement a more reliable means to contact possible interviewees and improve sample size for this exploration. A question asking for interest in an interview or focus group and requesting contact information for that purpose was added to the PSO survey. The USBE will collect this information for two survey years before performing student interviews/focus groups.

- 3) Agencies participating in the STC identified the best flow of and timelines for services for their agencies to prepare for the Portrait of Postsecondary Transition. These services were then mapped onto Utah's Portrait of a Graduate competency framework across grade bands along with the Predictors of Postschool Success as the foundation for building the Portrait of Postsecondary Transition.

#### COORDINATION OF SERVICES

- 1) The Coordination of Services Workgroup (CSW) piloted the universal referral form with a few LEAs to use when referring students to services from other providers. The form will be adjusted during this reporting period based on the pilot feedback. This system-wide referral form was created to simplify the process for SWD, their families, and service providers as the first step in coming together as a statewide system of PST stakeholders.
- 2) A one-stop PST website for Utah launched in August 2024, [www.utahtransitionelevated.org](http://www.utahtransitionelevated.org). The CSW acted as the stakeholder group to ensure content represented the statewide system of PST rather than one or two individual agencies. As part of this effort, the CSW created the vision statement for PST for the State of Utah and the purpose statement for the website. They also reviewed and gave feedback on the educators and community partners pages content. The website is being promoted via individual outreach to LEAs, parent organizations, and public social media to ensure students, families, and educators are aware of this resource.

These strategies support systems change as more stakeholders will understand the tenets of PST and barriers to services are addressed through deliberate collaboration. These outcomes will lead to SiMR achievement and support efforts to scale-up and create a sustainable long-term improvement effort. Discussions with Utah's stakeholders show the improvement activities currently being implemented are appropriate to impact the SiMR and improve PSO for SWD as educators, students, and families get training and support in PST planning and services and service providers work together to create a unified system of PST in Utah.

**Did the State implement any *new* (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

NO

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

The STC will continue to work collaboratively to implement the activities as described above. The next steps for each broad improvement strategy are described below.

#### COMPREHENSIVE SUPPORTS FOR YOUTH AND FAMILIES

- 1) Incorporate the previous PTI feedback analysis into future Institute planning to improve the content to better meet educators' professional learning needs.
- 2) Continue to expand the advertising of the PTI through new STC channels, targeted social media, and target specific LEAs based on results-driven accountability outcomes related to PST indicators.
- 3) Add a parent track and a youth track to the PTI to improve knowledge and understanding of available resources for family members and students with disabilities.

- 4) Continue to distribute one-page informational flyers and frequently asked questions document for families about Pre-ETS and other resources available to support successful PST for SWD.
- 5) Host focus groups with educators to identify barriers and solutions to CTE access for SWD.
- 6) Update the Career Development Credential (CDC) in preparation for a new outreach effort.

#### SMOOTH FLOW OF SERVICES

- 1) Create a universal addendum to agency reporting for progress data sharing between agencies as they co-serve SWD.
- 2) Train educators and families on the outcome of the analysis of PSO Survey qualitative data for the question, "What positive experiences did you have during high school that helped you achieve your postsecondary goals?" for the last five survey years. Share identified themes and patterns to inform the development of the Portrait of Postsecondary Transition for SWD.
- 3) Draft the Portrait of Postsecondary Transition.

#### COORDINATION OF SERVICES

- 1) Broadly implement the universal referral form with educators and participating agencies.
- 2) Complete the MOU between DWS, DHHS, and the USBE.
- 3) Provide outreach and training on Utah's newly completed PST website for educators, families, and community partners.

The anticipated outcomes in the next reporting period for these strategies are:

- (a) increase the number of educators and the variety of professionals participating in the PTI in LEA teams;
- (b) increase the number of youth with disabilities and their families participating in Transition University, Pre-ETS, and utilizing the Transition Elevated planning App;
- (c) improve the quality of data sharing agreements between agencies that serve PST-age youth; and
- (d) continue to collaboratively (across agencies and organizations) develop defined expectations for PST experiences for SWD in Utah.

By achieving these outcomes, Utah will continue to build a statewide system of supports for PST and decrease the amount of work being done in silos. This collaborative system will help SWD who remain in special education services after their senior year (ages 19–22) access and utilize services more effectively which will lead to improved levels of engagement after these students exit school.

#### **List the selected evidence-based practices implemented in the reporting period:**

Utah's SSIP has selected the following evidence-based practices using the Predictors of Post-school Success research as they relate to our infrastructure improvement strategies:

- Interagency collaboration
- CTE pathway concentration or completion
- Parent training to teach knowledge of transition services
- Self-determination/Self-advocacy
- Student support
- Pre-ETS

## **Provide a summary of each evidence-based practice.**

### **INTERAGENCY COLLABORATION**

Interagency collaboration is a clear, purposeful, and carefully designed process in which education professionals establish partnerships with personnel from multiple agencies (e.g., VR, Division of Services for People with Disabilities, Providers, CTE) with the common goal to achieve positive and measurable postsecondary outcomes of SWD. Interagency collaboration is a means to:

- (a) coordinate services and supports at the student level;
- (b) identify and address gaps in services within the local community;
- (c) share and leverage resources to reduce costs; and
- (d) promote efficient service delivery for all SWD.

Interagency teams should lead with the philosophy, disposition, and mindset that all individuals with disabilities can work. (Citation: USBE Interagency Collaboration Tool <https://padlet.com/transitioanteams/collaborationteams>)

### **CTE PATHWAY CONCENTRATION OR COMPLETION**

CTE is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers (Citation:

[https://www.ocali.org/up\\_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf](https://www.ocali.org/up_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf))

Career Pathways show students a direct connection between doing well in high school and being able to transition smoothly to postsecondary opportunities when they graduate. Students who focus on a Career Pathway acquire the skills necessary for entry into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction. (Citation: <https://www.schools.utah.gov/cte/about>)

### **PARENT TRAINING TO TEACH KNOWLEDGE OF TRANSITION SERVICES**

Parents/families/guardians of youth with disabilities are active and knowledgeable participants in all aspects of postsecondary transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their children) through learning/training opportunities, experiences, and support in postsecondary transition services. To maximize the power of parent involvement in the postsecondary transition process, it is critical for parents to have opportunities to increase their knowledge in this area. Youth with disabilities whose parents expect them to secure employment, attend college, and/or be able to support themselves are more likely to be found employed and accessing further education as young adults. (Citations: [https://www.ocali.org/up\\_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf](https://www.ocali.org/up_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf), [http://project10.info/Documents/FINAL\\_Post\\_School\\_Predictor\\_Product\\_6.13.19C.pdf](http://project10.info/Documents/FINAL_Post_School_Predictor_Product_6.13.19C.pdf), <https://utahparentcenter.org/>)

### **SELF-DETERMINATION/SELF-ADVOCACY**

Self-Determination/Self-Advocacy encompasses skills critical to a meaningful adult life.

Instruction and experiences in self-determination (the ability to make choices, solve problems, set goals, and accept consequences of one's actions) and self-advocacy (the ability to speak up for oneself and communicate what is important) leads to positive PSO for youth with disabilities. (Citation: [https://www.ocali.org/up\\_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf](https://www.ocali.org/up_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf))

## STUDENT SUPPORT

Student support is the network of people (e.g., family, friends, educators, and adult service providers) who provide services and resources in multiple settings and environments to prepare students to transition from student life to adult life. This network of people who provide student support should keep in mind the student's postsecondary goals and be aware of the student's strengths, preferences, interests, and needs. The collaboration strengthens the impact of support to the student by broadening the circle of people to include those with firsthand experience in providing adult-based services. Making linkages with the service system that will take over responsibility for ongoing support creates conditions for the youth to move successfully into adult living and working. Student support includes both formal and informal networks. Youth success is enhanced by a network regardless of whether it is formal or informal. These networks promote individualized planning and services to prepare students for adult life. (Citations: [https://www.ocali.org/up\\_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf](https://www.ocali.org/up_doc/Evidence-Based-Predictors-for-Post-school-Success-2018.pdf), [http://project10.info/Documents/FINAL\\_Post\\_School\\_Predictor\\_Product\\_6.13.19C.pdf](http://project10.info/Documents/FINAL_Post_School_Predictor_Product_6.13.19C.pdf))

## PRE- ETS

Pre-ETS are offered to any student with a disability, ages 14-22, to aid students in exploring and planning for successful future employment, through targeted training in:

- Career exploration
- Workplace readiness
- Counseling on postsecondary education
- Self-advocacy
- Work-based learning

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes.**

## INTERAGENCY COLLABORATION

The development of the STC is a targeted effort to improve interagency collaboration for postsecondary transition in Utah. The activities of the STC (i.e., student level data sharing agreements between agencies, a systematic referral process, development of a common language regarding postsecondary transition, and the creation of the Portrait of Postsecondary Transition for SWD) are designed to bring stakeholders together in a unified system of supports for SWD. This improved collaborative system will support more robust service delivery to SWD as they prepare to transition into young adulthood after exiting the education system. Effective interagency collaboration has been shown to be a positive predictor of postsecondary outcomes in the areas of education and employment (Mazzotti, 2020).

## CTE PATHWAY CONCENTRATION OR COMPLETION

Concentration in and completion of CTE pathways have been shown to lead to better postsecondary outcomes for SWD in both education and employment (Lee et. al., 2014; Mazzotti et. al., 2020). By improving access to CTE pathways for our SWD, we are offering opportunities, instruction, and supports that will lead to better engagement in meaningful activity after high school. One avenue in which SWD can benefit from CTE pathway participation is earning the CDC. This is a career-focused work experience that is intended to be earned while a student is

working toward a regular high school diploma or the alternate diploma. The purpose of the CDC is to provide internships and/or paid work experiences for SWD aligned with a CTE concentration. Paid work experiences while in high school are another evidence-based predictor of post school success and, as such, support the achievement of the SiMR.

#### PARENT TRAINING TO TEACH KNOWLEDGE OF TRANSITION SERVICES

Utah's Parent Training and Information Center, the Utah Parent Center, has developed a parent and youth workshop series called Transition University. Transition University was developed in 2020 in partnership with various postsecondary transition stakeholders in the state. The training is comprised of six topics titled 1) Citizenship & Advocacy, 2) Education, Employment, & Daily Life Skills, 3) Self-Determination & Person-Centered Planning, 4) Safety & Security, 5) Social and Spirituality, and 6) Healthy Living. The training is available throughout the state through live virtual sessions and includes a workbook developed for youth ages 14 and older and a comprehensive transition guidebook for families. This parent-to-parent model of support educates both youth with disabilities and their families in the power of holding high expectations that are realistic and supports effective postsecondary transition planning for SWD.

Comprehensive student-driven and family-supported postsecondary transition planning has been shown to improve postsecondary outcomes for SWD. For this reason, the evidence-based practice of parent training to teach knowledge of transition services as embodied in Transition University was chosen as one of Utah's activities to support the achievement of the SiMR.

#### SELF-DETERMINATION/SELF-ADVOCACY

To increase student self-determination, self-advocacy, student-driven IEP planning, and family involvement in postsecondary transition planning, the USBE Special Education Services team developed the Transition Elevated App in 2020 for youth and families to enhance preparation for the postsecondary transition planning IEP process. The App allows students and families to have input in the postsecondary transition IEP process and includes links to outside agencies, tips for a successful postsecondary transition IEP meeting, and considers the student's strengths, preferences, interests, and needs. When the student has completed the questions in the App, a draft postsecondary transition plan is generated for the student and family to share at the postsecondary transition IEP meeting. Increasing the utilization of this App will encourage student self-advocacy in postsecondary transition IEP development. When students are involved in their postsecondary transition planning, they are more motivated to engage in the opportunities, instruction, services, and supports outlined in the postsecondary transition plan which leads to better postsecondary outcomes.

The Utah Parent Center through the Transition University workshops has emphasized student voice and choice through its workbook activities that include instruction and tools for person-centered planning, self-advocacy, disability awareness, soft skills, independent living skills, IEP participation, disability laws, and supported decision making. These workshops improve student knowledge and skills in the postsecondary transition process which, in turn, leads to better postsecondary outcomes.

#### STUDENT SUPPORT

SWD are supported in developing, refining, and/or working towards achieving their postsecondary goals after high school that are individualized based on their strengths, interests, preferences, and needs. These services are initiated and supported by the adults identified by

the IEP team. The services occur through instruction, coaching, and/or providing opportunities for practice and experiences. Examples of targeted support services intended to impact a change or increase in teacher/provider practices that will improve student outcomes include:

- School counselors support SWD for the purpose of planning for the students' futures and ensuring their engagement in school activities which address course planning, graduation, and postsecondary education and employment (i.e., college week, scholarship opportunities, ACT participation, concurrent enrollment, etc.).
- Targeted postsecondary transition services provided in the areas of self-determination/self-advocacy, community-based instruction, work-based learning, and the use of assistive technology.

#### PRE-ETS

LEAs collaborate with Pre-ETS providers to offer SWD the opportunities and experiences to explore and plan for successful future employment through targeted training in job exploration, work-based learning experiences, counseling on postsecondary employment and education, workplace readiness, and instruction in self-advocacy. This training is required to show measurable skill gains for the student in the target area. These measurable skill gains support improved postsecondary outcomes.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

#### INTERAGENCY COLLABORATION

- The full STC met four times this year, and each committee met eight additional times throughout the year. Representatives from 26 organizations and divisions across multiple interagency departments and eight LEAs participated.

#### CTE PATHWAY CONCENTRATION OR COMPLETION

- An average of 54% of students without disabilities concentrated in a CTE pathway over the past five years (excluding 2020). An average of 47% of SWD concentrated in a CTE pathway over the past five years (excluding 2020). An average of 19% of students without disabilities completed a CTE pathway over the past five years (excluding 2020). An average of 14% of SWD completed a CTE pathway over the past five years (excluding 2020). An average of 85% of students without disabilities participated in at least one CTE course over the past five years (excluding 2020). An average of 78% of SWD participated in at least one CTE course over the past five years (excluding 2020). This number reflects the graduation requirement for all students to take some CTE courses and shows that SWD have CTE courses substituted in their schedule more frequently than students without a disability.
- Data was also collected by LEA for the same time period. Interviews and focus groups have begun with educators and administrators in targeted LEAs to identify patterns of success and barriers to success in including SWD in CTE pathways.

#### PARENT TRAINING TO TEACH KNOWLEDGE OF TRANSITION SERVICES

- Eight youth with disabilities and 328 family members were trained using the Transition University curriculum 7/1/23–6/30/24. This is an increase over the last reporting period. The UPC has also begun collecting knowledge gain data from their workshops. The average knowledge gain per workshop using pre/post measures this reporting period was a 33% percent increase.

## SELF-DETERMINATION/SELF-ADVOCACY

- In the 2023–24 school year, 2,020 students used the Transition Elevated Planning App.
- Ten of 33 teams from the PTI chose self-determination or self-advocacy/student-led IEPs as the goal area on their plan.

## STUDENT SUPPORT

- Fifty-one educators completed the PST asynchronous Canvas course.
- Three LEAs completed the Transition Coalition Self-Study on the PST process with 10 educators participating.
- Fifteen educators participated in the Customized Employment for Educators course.
- Thirty-five educators participated in the Building Post School Success for Students with Complex Needs webinar series to learn strategies to support students with complex support needs as they prepare for adult life.
- Ten of 33 teams from the PTI chose postsecondary transition services and quality PST plans as the goal area on their plan.

## PRE-ETS

- VR found they had inaccurately calculated the percentage of students receiving Pre-ETS services for the past three reporting periods – baseline SY 2020–21 (actually 22.24%), SY 2021–22 (actually 27.02%), & SY 2022–23 (actually 30.44%). This has been corrected for this reporting period, so there appears to be a significant jump from last period. During the 2023–24 school year, 39,096 transition-age youth were served in special education or had 504 Plans in place, making them potentially eligible for Pre-ETS services. From 7/1/23–6/30/24, 12,256 (31.35%) students accessed Pre-ETS services.
- The Transition Readiness Toolkit created collaboratively with VR and Utah State University to capture measurable gains scores for students receiving Pre-ETS continues to show consistent skill gains for students receiving Pre-ETS services in Utah.

**Describe any additional data (e.g., progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

None

**Provide a summary of the next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period.**

## INTERAGENCY COLLABORATION

Utah will continue to scale up the work of the STC by completing a draft of the MOU between state agencies that will improve our ability to work together to serve SWD. This process will define what referrals and progress report data sharing will look like among agency partners. Utah will implement the universal referral form piloted during this reporting period among all stakeholder agencies. Utah will continue to educate on the one-stop PST website for use among all stakeholder groups (i.e., youth, parents, families, educators, and community service providers) that centralizes resource access and establishes a common language for PST that all stakeholders can understand. Utah will begin development of a specific youth page on this website.

## CTE PATHWAY CONCENTRATION OR COMPLETION

The USBE will conduct focus groups with educators in LEAs who have equal or better representation of SWD in CTE pathways and educators in LEAs who have very low representation of SWD in CTE pathways to identify patterns that might lead to improved utilization of this evidence-based practice for SWD in our state. The results of this study will be shared with educators, youth, and families. Utah will review its CDC for needed updates.

## PARENT TRAINING TO TEACH KNOWLEDGE OF TRANSITION SERVICES

Utah has developed and implemented new marketing materials for families sponsored by the full group of STC stakeholders. The materials focus on Pre-ETS services. Information will continue to be disseminated using the STC network to increase the number and diversity of families who have access to these opportunities. Information will also be shared with educators through monthly newsletters so they can share with students and families as appropriate. Additionally, Utah will continue the parent track to the annual PTI and add a youth track.

## SELF-DETERMINATION/SELF-ADVOCACY

Through the outreach described previously, students, families, and educators will receive information on resources to support SWD in becoming self-advocates. Utah anticipates continued increase in utilization of the Transition Elevated Planning App and Transition University. PL in self-determination/ self-advocacy continues to increase with modules in the Postsecondary Transition Canvas Course and the creation of a CoP for middle grades teachers to improve practices for younger SWD. This will lead to an increase in SWD actively participating in PST planning for their own IEPs.

## STUDENT SUPPORT

Utah has analyzed PSO survey responses of students who have recently exited from the school system to identify patterns of services that led to those students being meaningfully engaged in education and employment activities after leaving school. Utah will provide TA and PL to educators about the results of this analysis to help improve practice. Utah will also use the results of this analysis to begin development of a Portrait of Postsecondary Transition emphasizing best practices and a timeline of services for successful outcomes in Utah.

## PRE-ETS

As stated above, Utah will continue to disseminate additional simplified marketing materials to help families understand and access Pre-ETS. Pre-ETS services will be highlighted again at the annual PTI.

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

**YES**

**If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

The number of students ages 19–22 reporting as unengaged or under-engaged continues to decrease from the baseline. Considering this improvement, the current SSIP implementation plan is still appropriate.

## 17 – Section C: Stakeholder Engagement

### 17 – Description of Stakeholder Input

The USBE values stakeholder engagement and input and solicits ongoing feedback for review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. To share data and information and collect feedback on areas such as SPP/APR targets, the USBE employs meetings, newsletters, emails, surveys, and social media with stakeholder groups including:

- LEA Administrators and Special Education Leadership
- Utah Special Education Advisory Panel (USEAP)
- USBE Committees
- Utah Legislative Committees
- Utah Parent Center (UPC)
- LEA Curriculum and Assessment Directors
- LEA Preschool Coordinators
- Utah Institutes of Higher Education (IHEs)
- Baby Watch/Early Intervention (Utah's Part C agency)
- Agencies and nonprofit organizations that provide services to SWD
- Utah Educators
- State advocacy groups

During FFY 2023, no changes were made to the SPP/APR targets. The USBE reviewed the progress of the implementation of the Theory of Action for the SSIP and SPP/APR data with USEAM, USEAP, and the Coordinating Council for People with Disabilities (CCPD; includes all state agencies that serve individuals with disabilities and all nonprofit organizations that receive any state funding and/or grants).

The USBE worked with stakeholders including parents and advocacy groups across the state on supporting inclusive practices and ensuring SWD are in the least restrictive environment (LRE). The feedback was used in developing the POMI, implementation guide, and the self-measurement tool to assist LEAs in providing inclusive opportunities for SWD in the LRE. The USBE collaborated with multiple IHEs to implement USBE TA supporting the LRE.

#### INDICATORS 1, 2, 13, & 14

- The USBE facilitates the inter-agency Utah Postsecondary Transition Team (UPTT) with the following participants: USBE Special Education, USBE Career and Technical Education (CTE); USBE School Counseling; Utah State Office of Rehabilitation (USOR) including Pre-Employment Transition Services (Pre-ETS) and Employment, Planning and Inclusion; Division of Services for People with Disabilities (DSPD); and the Institute for Disability Research, Policy and Practice (IDRPP) School to Work.
- The team meets regularly to work on implementation of statewide goals for postsecondary transition including brainstorming ideas and activities to support those goals. Some examples include strengthening activities around CTE participation as a pathway to successful postsecondary transition by creating a CTE focus group and hosting a CTE camp. A Youth Advisory Board, envisioned by UPTT, will help support postsecondary transition through activities such as hosting a capacity building event, outreach activities,

communicating youth needs, and brainstorming ideas to meet those needs. The UPTT is developing capacity to identify model postsecondary transition programs with the goal of connecting people with activities that are working.

### INDICATOR 3

- Stakeholders continually discuss ways to improve Utah's participation in statewide assessments. For reporting groups, A (Grade 4) and B (Grade 8), data from 2020 are still an appropriate baseline. The targets set from the baseline data in 2020 are the average mean from the previous four years of data in conjunction with the linear trend and forecasting. This produced targets that are still statistically relevant and provide a realistic gradual increase across five years. For reporting group C (High School), baseline and targets from 2022 are still appropriate and statistically relevant.

### INDICATORS 6, 7, & 12

- The USBE is included in the Early Childhood Utah Advisory Council and parent engagement, support, and education subcommittee and shares when appropriate.
- Through collaboration with LEAs and the UPC, the USBE gathers information from community stakeholders, parents, and families about the Indicator 8 survey, how to better administer the survey, and to better understand longitudinal trends identified through the Indicator 8 report. The USBE School Improvement Specialist has also been brought in to provide input on how to better embed use of the Indicator 8 survey data for school improvement through other state strategies and projects.
- The UPC collaborates with LEAs to provide information, resources, and TA to parents and families regarding dispute resolution options which impact Indicators 15 and 16. The USBE continues to experience relatively low levels of dispute resolution including mediation, Due Process hearing requests, and resolution meetings.

### **Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

The USBE values stakeholder engagement and input and solicits ongoing feedback and review. Stakeholders consistently provide input through collaborative meetings, public comment, written communication, survey data, data analysis, and informal conversations. As described in the previous submission, the CCPD spent more than a year collaboratively determining that improving postsecondary outcomes for youth with disabilities is a vital need in Utah. This led to Utah's change of SiMR focus and creation of the STC to address the CCPD priorities. As a result, an unprecedented number of state agency staff and staff in nonprofit and PST-oriented service organizations around the state have collaborated in the work of implementing Utah's Theory of Action and Logic Model through participation in the STC. The collaborating agencies participating in the STC are:

- USBE: Special Education, Adult Education, School Counseling, Teaching and Learning, Youth in Care, and CTE
- UPC
- Utah Statewide Independent Living Council
- Utah Registry of Autism and Developmental Disabilities (URADD)
- Utah PTA

- Department of Workforce Services: Office of Rehabilitative Services, Career and Education Program (WIOA Youth Program), Business Relations for the Employment for People with Disabilities
- Department of Health and Human Services: Division of Child and Family Services, Juvenile Justice and Youth Services, Office of Substance Abuse and Mental Health, Division of Services for People with Disabilities, Children with Special Health Care Needs, Division of Family Health, Medicaid
- Intermountain Health Care (IHC)
- Utah Schools for the Deaf and the Blind (USDB)
- Utah System of Higher Education
- Utah State University Institute for Disability Research, Policy, and Practice

The STC is broken down into three subcommittees to address the broad improvement strategies outlined in the Logic Model. These subcommittees have broad representation from the agencies listed above and meet monthly to work through the action plan for each output related to their assigned section. The full STC meets quarterly to review the action plans of the subcommittees and approve proposed actions. Utah's stakeholders were engaged in every stage of the SSIP implementation through participation in the STC.

**Were there any concerns expressed by stakeholders during engagement activities?**  
(yes/no)

NO

### **Additional Implementation Activities**

**List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.**

Utah does not intend to engage in any activities not already described above in the next fiscal year that are related to the SiMR.

**Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.**

Utah does not intend to engage in any activities not already described above in the next fiscal year that are related to the SiMR.

**Describe any newly identified barriers and include steps to address these barriers.**

Utah has not identified any new barriers.

## **17 – Provide additional information about this indicator (optional)**

None

## **17 – Prior FFY Required Actions**

None

## **17 – OSEP Response**

none

## 17 – Required Actions

None

# Indicator 18: General Supervision

## 18 – Instructions and Measurement

**Monitoring Priority:** General Supervision

**Compliance indicator:** This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600). In reporting on findings under this indicator, the State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State.

### 18 – Data Source

The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific type and extent of noncompliance.

### 18 – Measurement

This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for the FFY 2023 submission, use FFY 2022, July 1, 2022 – June 30, 2023)
- b. # of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance.

Percent = [(b) divided by (a)] times 100

*States are required to complete the General Supervision Data Table within the online reporting tool.*

### 18 – Instructions

**Baseline Data:** The State must provide baseline data expressed as a percentage. OSEP assumes that the State's FFY 2023 data for this indicator is the State's baseline data unless the State provides an explanation for using other baseline data.

Targets must be 100%.

Report in Column A the total number of findings of noncompliance made in FFY 2022 (July 1, 2022 – June 30, 2023) and report in Column B the number of those findings which were timely

corrected, as soon as possible and in no case later than one year after the State’s written notification of noncompliance.

Starting with the FFY 2023 SPP/APR, States will be required to report on the correction of noncompliance related to compliance indicators 4B, 9, 10, 11, 12, and 13 based on findings issued in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 18, States report on both those findings as well as any additional findings that the State issued related to that compliance indicator.

In the last row of this General Supervision Data Table, States may also provide additional information related to other findings of noncompliance that are not specific to the compliance indicators. This row would include reporting on all other findings of noncompliance that were not reported by the State under the compliance indicators listed below (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.). In future years (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.

If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA’s enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

18 – Indicator Data

18 – Historical Data

Baseline Year	Baseline Data
2023	100.00%

18 – Targets

FFY	2023	2024	2025
Target	100%	100%	100%

Indicator 4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

## 18 – Indicator 4B Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
7	4	7	4	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 4B due to various factors (e.g., additional findings related to other IDEA requirements).

In FFY 2022, four LEAs were issued findings through dispute resolution regarding IDEA requirements related to Indicator 4B.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Seven LEAs were issued findings of noncompliance through the Indicator 4 data review process.

LEA #1 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements.

LEA #2 had policies and procedures previously approved by the USBE. The LEA updated its forms related to Manifestation Determination. The USBE reviewed the updated forms as well as one updated student file and verified the LEA was correctly implementing regulatory requirements.

LEA #3 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed nine updated student files after the training and verified the LEA was correctly implementing regulatory requirements.

LEA #4 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed six updated student files after the training and verified the LEA was correctly implementing regulatory requirements.

LEA #5 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements.

LEA #6 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements.

LEA #7 had policies and procedures previously approved by the USBE. The LEA provided training to appropriate staff regarding disciplinary change of placement, conducting Manifestation Determination Reviews, and FAPE for students who are removed for more than 10 school days. The USBE reviewed two updated student files after the training and verified the LEA was correctly implementing regulatory requirements.

Four LEAs were issued findings through dispute resolution. All four were required to receive PL from the USBE and provide evidence of completion. The USBE reviewed and approved the evidence. One of the LEAs was additionally required to create or review and revise its policies and procedures. The USBE reviewed and approved the updated policies and procedures.

**Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case of noncompliance* was corrected:**

Seven LEAs were issued findings for individual cases of noncompliance through the Indicator 4 data review process.

LEA #1 completed student specific corrections for two students. The LEA reviewed the two students for whom they had been issued findings. The two students had moved out of the LEA. The LEA demonstrated that FAPE was provided for the two students during the removal. Procedural Safeguards were provided to the family, although not during the initial Manifestation Review. All individual findings were verified as corrected.

LEA #2 completed student specific corrections for one student. The LEA reviewed the files and found that FAPE was provided. Procedural Safeguards were provided to the family, although not during the initial Manifestation Review. All individual findings were verified as corrected.

LEA #3 completed student specific corrections for nine students. The LEA submitted evidence that each student's IEP had been revised to appropriately address behavior issues for all nine students, that one student had a revised behavior intervention plan developed and implemented, three students had subsequent Manifestation Reviews where Procedural Safeguards were provided, and four students received services during a removal in order to receive FAPE. All individual findings were verified as corrected.

LEA #4 completed student specific corrections for six students because it did not provide student-level data during the self-assessment and review demonstrating that Manifestation Determinations had been completed, and that Procedural Safeguards had been provided. The LEA provided documentation of a Manifestation Review for each of the six students and

evidence that the LEA had determined that FAPE was provided during the removals for each of the six students. All individual findings were verified as corrected.

LEA #5 completed student specific corrections for two students for whom Procedural Safeguards were not provided during the Manifestation Review. The LEA demonstrated that it provided Procedural Safeguards. All individual findings were verified as corrected.

LEA #6 completed student specific corrections for two students for whom a manifestation determination review had not been done to determine if the conduct was a result of the LEA's failure to implement the IEP or if the conduct was a manifestation of the student's disability. They also demonstrated that Procedural Safeguards were provided. The USBE verified all corrections.

LEA #7 completed student-specific corrections for two students for whom a manifestation determination review had not been done to determine if the conduct was a result of the LEA's failure to implement the IEP or if the conduct was a manifestation of the student's disability. They also demonstrated that Procedural Safeguards were provided. The USBE verified all corrections.

Three of the four LEAs identified through dispute resolution were required to provide compensatory behavior services and provide USBE service logs. The USBE reviewed and approved the logs. One of the LEAs was also required to start providing services by a Board-Certified Behavioral Analyst and provide service logs. The USBE reviewed and approved the logs. The 4th LEA didn't have student-specific noncompliance to correct.

**Indicator 9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))**

## 18 – Indicator 9 Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	1	0	1	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 9 due to various factors (e.g., additional findings related to other IDEA requirements).

In FFY 2022, one LEA was issued findings through dispute resolution regarding IDEA requirements related to Indicator 9.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

The one LEA identified through dispute resolution was required to receive professional learning from USBE and provide evidence of completion. The USBE reviewed and approved the evidence.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

The one LEA identified through dispute resolution was required to provide compensatory behavior services and provide service logs. The USBE reviewed and approved the logs.

**Indicator 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.**  
(20 U.S.C. 1416(a)(3)(C))

## 18 – Indicator 10 Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
6	0	6	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 10 due to various factors (e.g., additional findings related to other IDEA requirements).

Not applicable.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

In FFY 2022, upon issuing a written notification of findings, the USBE required the six LEAs with noncompliance to submit an additional student file through the state data system. The LEAs were asked to provide a file for a student not already reviewed in the self-assessment. LEAs who had a pattern of noncompliance also had required professional learning related to the pattern area. The USBE reviewed each additional student file. If the file was not compliant, the LEA was given individual technical assistance and was required to correct the noncompliance. Based on the review of the additional file submitted through the state data system, as well as through any additional professional learning provided, the USBE verified each of the six LEAs is correctly

implementing the regulatory requirements (i.e., achieved 100% compliance), consistent with OSEP QA 23-01. The six LEAs were notified upon verification of correction.

**Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:**

Upon issuing written notification of findings of noncompliance, the USBE required the six LEAs to submit corrected files for each individual case of noncompliance or submit information that the student was no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01.

LEA #1 completed student specific corrections for two students. For both students, the LEA submitted the required information to correct the noncompliance. The USBE verified correction through desk monitoring.

LEA #2 completed student specific corrections for 16 students. For 10 of the students, the LEA submitted the required information to correct the noncompliance. The USBE verified correction through desk monitoring. For one of the students, the LEA submitted documentation showing the student changed eligibility categories. The USBE verified through desk monitoring that the new eligibility determination was done correctly. For two of the students, the LEA reported they graduated from high school and were no longer eligible for special education services. For two students, the LEA reported they moved and were no longer within the jurisdiction of the LEA. For the last student, the LEA discovered there was a data compliance error. The LEA corrected the data and the USBE verified correction through desk monitoring.

LEA #3 completed student specific corrections for two students. For one student, the LEA submitted the required information to correct the noncompliance. The USBE verified the correction through desk monitoring. For the other student, the LEA redetermined eligibility during the corrections process and found the student was no longer eligible for special education. USBE verified the documentation provided by the LEA through desk monitoring.

LEA #4 completed student specific corrections for one student. The LEA submitted documentation showing the student changed eligibility categories. The USBE verified through desk monitoring that the new eligibility determination was done correctly.

LEA #5 completed student specific corrections for two students. For both students, the LEA submitted the required information to correct the noncompliance. The USBE verified correction through desk monitoring.

LEA #6 completed student specific corrections for two students. For one student, the LEA submitted the required information to correct the noncompliance. The USBE verified the correction through desk monitoring. For the other student, the LEA reported the student moved and was no longer within the jurisdiction of the LEA.

**Indicator 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))**

## 18 – Indicator 11 Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
41	1	41	1	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 11 due to various factors (e.g., additional findings related to other IDEA requirements).

In FFY 2022, one LEA was issued findings through dispute resolution regarding IDEA requirements related to Indicator 11.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

There were 41 LEAs that were issued findings of noncompliance. The USBE required that each LEA provide evidence of regulatory requirements by uploading alternate student files showing that all evaluations were completed within 45 school days from the date of consent. The alternate student files were evaluations completed by the LEA after the initial file review in order to show correct implementation of regulatory requirements. The documentation was uploaded into the State data system. The USBE reviewed all documents provided by the LEA to ensure the LEA was correctly implementing the regulatory requirements, consistent with OSEP QA 23-01.

The one LEA identified through dispute resolution was required to receive professional learning from USBE and provide evidence of completion. The USBE reviewed and approved the evidence.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

Since LEAs cannot retroactively correct the 45-school-day timeline, for each individual case of noncompliance, the USBE required each LEA to submit an alternate student file from the same special education teacher documenting the evaluation was completed within 45 school days. The USBE verified all corrections through desk monitoring.

LEA #1 submitted four alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #2 submitted one alternate compliant student file from the same special education teacher documenting the evaluation was completed within 45 school days.

[illegible]

LEA #40 submitted two alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

LEA #41 submitted three alternate compliant student files from the same special education teacher documenting the evaluation was completed within 45 school days.

The one LEA identified through dispute resolution was required to determine whether it had a child find obligation for each individual student and evaluate any student suspected of being a student with a disability and in need of special education and related services. The LEA was required to provide evidence of screenings, interventions, prior written notice, and consent. The USBE reviewed and approved the evidence.

**Indicator 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))**

## 18 – Indicator 12 Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
7	0	7	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 12 due to various factors (e.g., additional findings related to other IDEA requirements).

Not applicable.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

The USBE Special Education Preschool Specialist completed a fidelity checklist of the Part C to Part B transition process with each LEA that had findings of noncompliance identified to ensure the regulatory requirements were correctly implemented. Additionally, the USBE Special Education Preschool Specialist reviewed additional files, verified that all additional files were compliant, and that all identified LEAs are correctly implementing the regulatory requirements.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

In FFY 2022, nine students across seven LEAs were not evaluated and determined eligible or ineligible for special education by the student's third birthday.

LEA #1: Two students were not evaluated by their third birthdays. The USBE met with the LEA to review the status of the students. Both students had been determined eligible and had IEPs that were being implemented. The eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR for both students.

LEA #2: Two students were not evaluated by their third birthdays. The USBE met with the LEA to review the two students' files. Both students had been determined eligible and had IEPs that were being implemented. The eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR for both students.

LEA #3: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA #4: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA #5: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA #6: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

LEA #7: One student was not evaluated by their third birthday. The USBE met with the LEA to review the student's files and confirmed that the IEP was being implemented. For the student, the Eligibility and IEP documents were completed prior to submission of the FFY 2022 SPP/APR.

**Indicator 13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services and needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))**

## 18 – Indicator 13 Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
52	1	52	1	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 13 due to various factors (e.g., additional findings related to other IDEA requirements).

In FFY 2022, one LEA was issued findings through dispute resolution regarding IDEA requirements related to Indicator 13.

**Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:**

In FFY 2022, the USBE required that each LEA upload alternate student compliant postsecondary transition plans (PSTPs) to demonstrate the LEA is correctly implementing the regulatory requirements. Each LEA was required to submit a specific number of alternate PST plans based on the number of plans that were identified as noncompliant. The percentage of alternate PSTPs was determined by the number of individual cases of noncompliance within the LEA. For each 10% below 100% compliant, the LEA was required to upload one compliant alternate student PSTP. The documentation was uploaded into the State data system. The USBE reviewed all documents provided by the LEA and verified the LEA was correctly implementing the regulatory requirements, consistent with OSEP QA 23-01.

The one LEA identified through dispute resolution was required to receive PL and provide evidence of completion. The USBE reviewed and approved the evidence.

**Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:**

LEA 1: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 2: 8 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 3: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 4: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 5: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 6: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 7: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 8: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 9: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 10: 8 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 11: 8 indiv. case ; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 12: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 13: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 14: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 15: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 16: 4 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 17: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 18: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 19: 7 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 20: 5 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 21: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 22: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 23: 7 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 24: 30 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 25: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 26: 10 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 27: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 28: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 29: 10 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 30: 4 indiv. cases ; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 31: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 32: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 33: 21 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 34: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 35: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 36: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 37: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 38: 1 indiv. case; amended the PSTP or held IEP mtg & wrote new PSTP; USBE reviewed & verified correction, consistent with QA 23-01.

LEA 39: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 40: 20 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 41: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 42: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 43: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 44: 5 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 45: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 46: 2 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 47: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 48: 9 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 49: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 50: 6 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 51: 3 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

LEA 52: 7 indiv. cases; amended each PSTP or held IEP mtg & wrote new PSTP; USBE reviewed each case & verified correction, consistent with QA 23-01.

The one LEA identified through dispute resolution was required to provide compensatory services and provide USBE with service logs. The USBE reviewed and approved the service logs.

***Optional for FFY 2023, 2024, and 2025:***

***Other Areas - All other Findings: States may report here on all other Findings of noncompliance that were not reported under the compliance indicators listed above (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.).***

Column B: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Column B for which correction was not completed or timely corrected
opt-out	opt-out	opt-out

Explain the source (e.g., State monitoring, State database/data system, dispute resolution, fiscal, related requirements, etc.) of any findings reported in this section:

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

N/A

## 18 – Total for All Noncompliance Identified (Indicators 4B, 9, 10, 11, 12, 13, and Optional Areas):

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
113	7	113	7	0

## 18 – FFY 2023 SPP/APR Data

Number of findings of Noncompliance that were timely corrected	Number of findings of Noncompliance that were identified FFY 2022	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
120	120		100%	100.00%	N/A	N/A

Percent of findings of noncompliance not corrected or not verified as corrected within one year of identification

0.00%

## 18 – Provide additional information about this indicator (optional)

None

## 18 – Summary of Findings of Noncompliance identified in FFY 2022 Corrected in FFY 2023 (corrected within one year from identification of the noncompliance):

Description	Number
1. Number of findings of noncompliance the State identified during FFY 2022 (the period from July 1, 2022 through June 30, 2023)	120
2. Number of findings the State verified as timely corrected (corrected within one year from the date of written notification to the LEA of the finding)	120
3. Number of findings <i>not</i> verified as corrected within one year	0

### Subsequent Correction: Summary of All Outstanding Findings of Noncompliance Identified in FFY 2022 Not Timely Corrected in FFY 2023 (corrected more than one year from identification of the noncompliance):

Description	Number
4. Number of findings of noncompliance not timely corrected	0
5. Number of findings in Col. A the State has verified as corrected beyond the one-year timeline for Indicator 4B, 9, 10, 11, 12, 13 ("subsequent correction")	0
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 4B	
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 9	
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 10	
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 11	
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 12	
6f. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 13	
6g. (optional) Number of written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - All other findings	
7. Number of findings <i>not</i> yet verified as corrected	0

**Subsequent correction:** If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the

outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

## **18 – OSEP Response**

The State has established the baseline for this indicator, using data from FFY 2023, and OSEP accepts that baseline.

## **18 – Required Actions**

None

## Utah 2024 Indicator 14 Post School Outcomes Survey Questions

June – September 2024

### Respondents

Q.1 Who responded to the interview questions or check why the interview was not completed?

- ☐ **Successfully Completed Interviews** - phone answered by:
  - ☐ Former student
  - ☐ Parent (natural parent, step-parent, parent who is guardian ad litem)
  - ☐ Guardian / Adult Service Provider (legal guardian other than the student's parent, foster care parent, custodial group home worker)
  - ☐ Anyone else
- ☐ **Unsuccessfully Completed Interviews** - reason interview was not completed
  - ☐ **Contacted:** Declined to answer interview questions
  - ☐ **Contacted:** Unresolved language or comprehension barrier (record the type of communication barrier)
  - ☐ **Contacted:** Former student was unavailable and no other responder was available (e.g. jail, military, work)
  - ☐ No Contact: Unable to find # / Lost # / No phone # / Moved and no forwarding #
  - ☐ No Contact: No answer (5 or more attempts)
  - ☐ Other
- ☐ **Ineligible** to participate because former student:
  - ☐ No longer receiving special ed services / Exited from special education / Exited the LEA
  - ☐ Did not yet graduate / Still in High School
  - ☐ Wrong exiting class (exited more than two years ago)
  - ☐ Deceased

### Postsecondary Education and Training

Q.2 Since leaving high school, have you participated *in any* type of college, courses, or job training? This can be things like college, adult or community education, a **Mission**, vocational school, job training, or an on-line course, keeping in mind that **military service is considered employment**.

- ☐ Yes, I am or ***have participated in some type*** of continuing education or humanitarian program (Go to Q.4)
- ☐ I have participated in continuing education since leaving high school ***but discontinued*** before completing the program (Go to Q.3)
- ☐ I have ***not participated*** in any further educational or training program (Go to Q.12)
- ☐ Don't Know / Prefer Not to Answer (Go to Q.13)

Q.3 What is the **main reason** you *discontinued* your postsecondary education or training program?

- ☐ Got a Job / Working / Did not want to continue my education / Doing something else
- ☐ Can't afford to continue my education / Not enough financial aid to continue
- ☐ Plan to go in the future / Plan to return after earning enough money to go
- ☐ No post secondary opportunities / None close to home
- ☐ Don't have the necessary skills / qualifications to continue postsecondary education
- ☐ Unable to find transportation to school / No car / Can't get to campus
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations / Had a baby
- ☐ Health or disability-related problems prevent me from continuing my education
- ☐ Other (prompt and record response if reason is other than listed above)
- ☐ Don't Know / Prefer Not to Answer

## Higher Education

Q.4 Have you enrolled in a **2-year college or community college**, such as Salt Lake Community College or Utah Career College since leaving high school?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't Know / Prefer Not to Answer

Q.5 Have you enrolled in a **4-year college or university** such as the University of Utah, Brigham Young University, or Southern Utah University?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't Know / Prefer Not to Answer

Q.6 Have you enrolled in a 2-year degree program at a **Technical College**, such as the Utah System of Technical Colleges (UTECH)?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program

☐ Don't Know / Prefer Not to Answer

## Other Postsecondary Education or Training

Q.7 Have you enrolled in a program to earn your **High School Completion document or certificate** such as General Education Development (GED), taken an **on-line course(s)**, or participated in **adult basic education**? *If the exiter responds that they participated in a post high program, ask if this was a "post high special education program with an LEA." If they answer yes, then they are ineligible for this survey.*

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't Know / Prefer Not to Answer

Q.8 Have you attended a public or private **Vocational School or short-term education program** that is less than two years, like truck-driving school, barber, or cosmetology?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't Know / Prefer Not to Answer

Q.9 Have you participated in a **job training program, on-the-job training or apprenticeship program** like Job Corps, Workforce Investment Act (WIA), Job Center, or workforce development program?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't Know / Prefer Not to Answer

Q.10 Have you participated in a **Church Mission** or a **formal Humanitarian Program** such as the Peace Corps, Vista or AmeriCorps?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't Know / Prefer Not to Answer

Q.11 Have you participated in any **other type** of postsecondary school or program since leaving high school not listed above?

- ☐ Yes, and I **completed** at least one term *(prompt and record response)*
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't Know / Prefer Not to Answer

Q.12 What is the main reason you have not attended a postsecondary education or training program?

- ☐ Working / Did not want to continue my education / Doing something else
- ☐ Can't afford to go to school / Not enough financial aid
- ☐ Plan to go in the future / Plan to return after earning enough money to go
- ☐ No post secondary opportunities / None close to home
- ☐ Don't have the necessary skills / qualifications to continue postsecondary education
- ☐ Unable to find transportation to school / No car / Can't get to campus
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations / Had a baby
- ☐ Health or disability-related problems prevented attending postsecondary school
- ☐ Other (prompt and record response if reason is other than listed above)
- ☐ Don't Know / Prefer Not to Answer

## Employment

Q.13 Which of these best describes your **employment** since leaving high school? Count **all of the days for all the jobs** you have had since high school include days for things like vacation, sick days, and being on your employer's payroll even if you are not currently working.

- ☐ I have been employed for at least 3 months, about 90 days total, since leaving high school. (Go to Q.15)
- ☐ I have worked since leaving high school, but it has been for less than 90 days total. (Go to Q.14)
- ☐ I am *not currently employed* and *I have not worked* for pay since leaving high school. (Go to Q.19)
- ☐ Don't Know / Prefer Not to Answer (Go to Q.20)

Q.14 What is the **primary** reason you *have worked less than 90 days* since leaving high school?

- ☐ Not looking / Don't want to work at this time
- ☐ **On a Mission** / Doing something else first / Going to school
- ☐ Unable to find work / Lack of employment opportunities
- ☐ Don't have the necessary skills or qualifications to work / Disability prevents working
- ☐ Unable to find transportation to work / No car / Can't get to work
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations / Had a baby
- ☐ Health or disability-related problems prevent me from working more or working as much as I would like
- ☐ Would lose Social Security (SSI) benefits if I worked more or as much as I would like
- ☐ Laid off / Recently dismissed / Fired
- ☐ Other (prompt and record response if reason is other than listed above)

- ☐ Don't Know / Prefer Not to Answer

Q.15 Which of these describes your present or previous **job setting or location**?

- ☐ **Community** company, service, or business, like a grocery store or restaurant, where there are employees with and without disabilities
- ☐ **Military** / Service
- ☐ **Supported Employment** setting (paid work in the community, but can also include on-the-job training or assistance at work)
- ☐ **Self-employment** or working in a **Family Business**. This includes being a homemaker or day care provider, or a business such as a farm, store, fishing, ranching, or catering service
- ☐ **Institutional or Residential** setting, such as a medical, correctional / **jail**, convalescent, or mental health facility
- ☐ **Sheltered Employment** (a setting where most workers have disabilities)
- ☐ **Other** (Prompt and record response if setting is other than those listed above)
- ☐ Don't Know / Prefer Not to Answer

Q.16 On average, how many hours do you or did you work per week?

- ☐ 35 or more hours per week
- ☐ 20 - 34 hours per week
- ☐ 16 - 19 hours per week
- ☐ Less than 16 hours per week
- ☐ Don't know / Prefer not to answer

Q.17 Which of the following best describes your usual **hourly wage, including tips**?

- ☐ Less than the current minimum wage (prompt and record response)
- ☐ *"Please describe your current employment and wage / how much you make"*
- ☐ Current minimum wage (\$7.25 per hour OR a lower hourly wage for opportunity employee, OR \$2.13 per hour for wait or tipped employee, a wage that equal minimum wage when tips are included)
- ☐ More than the current minimum wage but less than \$10.00
- ☐ Between \$10.00 and \$15.00
- ☐ Above \$15.00
- ☐ Don't Know / Prefer Not to Answer

Q.18 Do you or did you receive **benefits** from your employer such as sick leave, paid vacation, health insurance, or retirement?

- ☐ Yes
- ☐ No
- ☐ Don't Know / Prefer Not to Answer

Q.19 What is the **primary** reason you *have not worked* since leaving high school?

- ☐ Did not plan to go to work after high school / Not looking / Don't want to work at this time
- ☐ **On a Mission** / Doing something else first / Student / Going to school
- ☐ Unable to find work / Lack of employment opportunities
- ☐ Don't have the necessary skills or qualifications to work / Disability prevents working
- ☐ Unable to find transportation to work / No car / Can't get to work
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations / Had a baby
- ☐ Health or disability-related problems prevent me from working
- ☐ Would lose Social Security (SSI) benefits if I worked
- ☐ Laid off / Recently dismissed / Fired
- ☐ Other (prompt and record response if reason is other than those listed above)
- ☐ Don't Know / Prefer Not to Answer

## Adult Living

Q.20 Which of these best describes your **current living arrangement**?

- ☐ With **parent** or **custodial guardian**
- ☐ With **other family member** such as a grandparent, aunt or uncle, cousin, brother or sister
- ☐ With a **spouse** or **roommate** in a home, apartment, college dorm, sorority or fraternity housing or other campus housing
- ☐ **Alone** in an apartment or a home
- ☐ **Military** housing / Barracks
- ☐ Institutional or residential, such as **jail** / correctional, medical, convalescent, mental health
- ☐ Supervised living residences such as assisted living center, group home, adult foster care
- ☐ Other (prompt and record response if setting is other than those listed above)
- ☐ Don't Know / Prefer Not to Answer

## Agency Involvement

Q.21 Since leaving high school, have you **received services or assistance** or talked with anyone from any of the **following agencies**? (Choose all that apply)

- ☐ Rehabilitation Services for the Blind and Visually Impaired
- ☐ Rehabilitation Services for the Deaf and Hard of Hearing
- ☐ Vocational Rehabilitation (VR)
- ☐ Division of Services for Persons with Disabilities (DSPD)
- ☐ Department of Work Force Services (DWS)

- ☐ Social Security Administration
- ☐ College or university student assistance center
- ☐ Disability Law Center
- ☐ Other (prompt and record response)
- ☐ No / None
- ☐ Don't Know / Prefer Not to Answer

Q.22 What **difficulties**, if any, have you had being employed or attending postsecondary school as you would like?

- ☐ Response provided (Prompt and record response)
- ☐ Don't Know / Prefer Not to Answer / None

Q.23 Thinking about the things you are doing now, what is something positive that happened while you were in high school to **help you** reach your goals?

- ☐ Response provided (Prompt and record response)
- ☐ Don't Know / Prefer Not to Answer / None

Q.24 Are you willing to be contacted again at a later date so we can learn more about how things are going for you (your student) since exiting school?

- ☐ Yes (Prompt and record response)
  - ☐ Please provide a current email address:
- ☐ No

"Thank you very much for participating in this survey. Your answers will help in improving future programs and services for students as they pursue their post school interests and goals, as well as services for youth their first few years after high school."

"If you have any questions about this survey, you can contact Lavinia Gripentrog, Transition specialist, Utah State Board of Education. Her email address is [lavinia.gripentrog@schools.utah.gov](mailto:lavinia.gripentrog@schools.utah.gov) and her phone number is 801-538-7645. You can also find more information on the Utah Post School Outcomes Survey at [www.utah-pso.org](http://www.utah-pso.org). Thank you. Goodbye."

# Utah 2024 Statewide Demographics Report of 2022–2023

## Exiters with Disabilities

### Comparison of Statewide Population and Statewide Respondents

**Statewide Population (SP):** N=4,850

**Male SP:** N=3,039 | 62.66%

**Female SP:** N=1,809 | 37.30%

**Sex Unknown SP:** N=2 | 0.04%

**White SP:** N=3,199 | 65.96%

**Asian SP:** N=40 | 0.82%

**African American/Black SP:** N=125 | 2.58%

**Hispanic/Latino SP:** N=1,207 | 24.89%

**American Indian/Alaskan Native SP:** N=89 | 1.84%

**Pacific Islander SP:** N=62 | 1.28%

**Multi-Racial SP:** N=128 | 2.64%

**Intellectual Disability SP:** N=314 | 6.47%

**Emotional-Behavioral Disability SP:** N=146 | 3.01%

**Specific Learning Disability SP:** N=2,819 | 58.12%

**Low Incidence Disability SP:** N=1,571 | 32.39%

**Autism SP:** N=541 | 11.15%

**Deaf/Blind SP:** N=1 | 0.02%

**Hearing Impairment/Deaf SP:** N=25 | 0.52%

**Multiple Disabilities SP:** N=90 | 1.86%

**Other Health Impairment SP:** N=785 | 16.19%

**Orthopedic Impairment SP:** N=7 | 0.14%

**Speech Language Impairment SP:** N=77 | 1.59%

**Traumatic Brain Injury SP:** N=27 | 0.56%

**Visual Impairment SP:** N=18 | 0.37%

**Regular Diploma SP:** N=3,608 | 74.39%

**Alternate Diploma SP:** N=113 | 2.33%

**Certificate of Completion SP:** N=149 | 3.07%

**Maximum Age of Eligibility SP:** N=144 | 2.97%

**Dropped Out SP:** N=836 | 17.24%

**Statewide Respondents (SR):** N=2,602

**Male SR:** N=1,622 | 62.34%

**Female SR:** N=978 | 37.59%

**Sex Unknown SR:** N=2 | 0.08%

**White SR:** N=1,749 | 67.22%

**Asian SR:** N=23 | 0.88%

**Black SR:** N=74 | 2.84%

**Hispanic SR:** N=625 | 24.02%

**American Indian/Alaskan Native SR:** N=38 | 1.46%

**Pacific Islander SR:** N=30 | 1.15%

**Multi-Racial SR:** N=63 | 2.42%

**Intellectual Disability SR:** N=192 | 7.38%

**Emotional Behavioral Disability SR:** N=72 | 2.77%

**Specific Learning Disability SR:** N=1,453 | 55.84%

**Low Incidence Disability SR:** N=885 | 34.01%

**Autism SR:** N=297 | 11.41%

**Deaf/Blind SR:** N=1 | 0.04%

**Hearing Impairment/Deaf SR:** N=16 | 0.61%

**Multiple Disabilities SR:** N=45 | 1.73%

**Other Health Impairment SR:** N=449 | 17.26%

**Orthopedic Impairment SR:** N=3 | 0.12%

**Speech Language Impairment SR:** N=45 | 1.73%

**Traumatic Brain Injury SR:** N=22 | 0.85%

**Visual Impairment SR:** N=7 | 0.27%

**Regular Diploma SR:** N=1,957 | 75.21%

**Alternate Diploma SR:** N=68 | 2.61%

**Certificate of Completion SR:** N=94 | 3.61%

**Maximum Age of Eligibility SR:** N=72 | 2.77%

**Dropped Out SR:** N=411 | 15.80%

**State Population Successfully Completed Interviews = 53.65%**

# Certification

## Cert – Instructions

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

## Cert – Certify

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Select the certifier's role:

Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

**Name:**

Leah Voorhies

**Title:**

State Director of Special Education

**Email:**

leah.voorhies@schools.utah.gov

**Phone:**

8015387898

**Submitted on:**

04/24/25 10:29:30 AM

# Determination Enclosures

## RDA Matrix

### Utah

## 2025 Part B Results-Driven Accountability Matrix

### Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
68.64%	Needs Assistance

### Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	20	12	60.00%
Compliance	22	17	77.27%

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2025: Part B."

## 2025 Part B Results Matrix

### Reading Assessment Elements

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 4	93%	0
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	86%	0
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	28%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	95%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	31%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	89%	1

## Math Assessment Elements

Math Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 4	93%	0
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	85%	0
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	52%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	94%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	23%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	88%	1

(2) Statewide assessments include the regular assessment and the alternate assessment.

## Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	21	0
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma*	66	0

\*When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, “the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.”

## 2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	37.50%	YES	0
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	2.10%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	3.25%	YES	2
Indicator 11: Timely initial evaluation	87.06%	YES	1
Indicator 12: IEP developed and implemented by third birthday	99.81%	YES	2
Indicator 13: Secondary transition	61.74%	YES	0
Indicator 18: General Supervision	100.00%	YES	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	100.00%		2
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		

(3) The complete language for each indicator is located in the [Part B SPP/APR Indicator Measurement Table](https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf) (https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf).

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are  $\geq 5\%$  and  $< 10\%$  for Indicators 4B, 9, and 10, and  $\geq 90\%$  and  $< 95\%$  for Indicators 11, 12, 13 and 18.

# Data Rubric

## Utah

### FFY 2023 APR (1)

#### Part B Timely and Accurate Data -- SPP/APR Data

APR Indicator	Valid and Reliable	Total	APR Indicator	Valid and Reliable	Total
1	1	1	8	1	1
2	1	1	9	1	1
3A	1	1	10	1	1
3B	1	1	11	1	1
3C	1	1	12	1	1
3D	1	1	13	1	1
4A	1	1	14	1	1
4B	1	1	15	1	1
5	1	1	16	1	1
6	1	1	17	1	1
7	1	1	18	1	1

#### APR Score Calculation

Description	Total
Subtotal	22
Timely Submission Points - If the FFY 2023 APR was submitted on-time, place the number 5 in the cell on the right.	5
Grand Total - (Sum of Subtotal and Timely Submission Points) =	27

(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.

#### 618 Data (2)

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/Ed Envs Due Date: 7/31/24	1	1	1	3
Personnel Due Date: 3/5/25	1	1	1	3
Exiting Due Date: 3/5/25	1	1	1	3
Discipline Due Date: 3/5/25	1	1	1	3
State Assessment Due Date: 1/8/25	1	1	1	3

Table	Timely	Complete Data	Passed Edit Check	Total
Dispute Resolution Due Date: 11/13/24	1	1	1	3
MOE/CEIS Due Date: 9/4/24	1	1	1	3

### 618 Score Calculation

Description	Total
Subtotal	21
Grand Total - (Subtotal X 1.28571429) =	27.00

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 1.28571429 points are subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

### Indicator Calculation

Description	Total
A. APR Grand Total	27
B. 618 Grand Total	27.00
C. APR Grand Total (A) + 618 Grand Total (B) =	54.00
Total N/A Points in APR Data Table Subtracted from Denominator	0
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
<b>Denominator</b>	54.00
D. Subtotal (C divided by Denominator) (3) =	1.0000
E. Indicator Score (Subtotal D x 100) =	100.00

(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 1.28571429.

# APR and 618 -Timely and Accurate State Reported Data

DATE: February 2025 Submission

## SPP/APR Data

1) **Valid and Reliable Data** – Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

## Part B 618 Data

1) **Timely** – A State will receive one point if it submits all *EDFacts* files or the entire EMAPS survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described in the table below).

618 Data Collection	<i>EDFacts</i> Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	FS002 & FS089	7/31/2024
Part B Personnel	FS070, FS099, FS112	3/5/2025
Part B Exiting	FS009	3/5/2025
Part B Discipline	FS005, FS006, FS007, FS088, FS143, FS144	3/5/2025
Part B Assessment	FS175, FS178, FS185, FS188	1/8/2025
Part B Dispute Resolution	Part B Dispute Resolution Survey in EMAPS	11/13/2024
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in EMAPS	9/4/2024

2) **Complete Data** – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data and metadata responses submitted to *EDFacts* align. State-level data include data from all districts or agencies.

3) **Passed Edit Check** – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection.

# Dispute Resolution

## IDEA Part B

### Utah

School Year: 2023-24

#### Section A: Written, Signed Complaints

Description	Number
<b>(1) Total number of written signed complaints filed.</b>	36
(1.1) Complaints with reports issued.	29
(1.1) (a) Reports with findings of noncompliance	23
(1.1) (b) Reports within timelines	29
(1.1) (c) Reports within extended timelines	0
(1.2) Complaints pending.	4
(1.2) (a) Complaints pending a due process hearing.	0
(1.3) Complaints withdrawn or dismissed.	3

#### Section B: Mediation Requests

Description	Number
<b>(2) Total number of mediation requests received through all dispute resolution processes.</b>	27
(2.1) Mediations held.	13
(2.1) (a) Mediations held related to due process complaints.	2
(2.1) (a) (i) Mediation agreements related to due process complaints.	1
(2.1) (b) Mediations held not related to due process complaints.	11
(2.1) (b) (i) Mediation agreements not related to due process complaints.	7
(2.2) Mediations pending.	1
(2.3) Mediations withdrawn or not held.	13

#### Section C: Due Process Complaints

Description	Number
<b>(3) Total number of due process complaints filed.</b>	5
(3.1) Resolution meetings.	4
(3.1) (a) Written settlement agreements reached through resolution meetings.	1
(3.2) Hearings fully adjudicated.	1
(3.2) (a) Decisions within timeline (include expedited).	0
(3.2) (b) Decisions within extended timeline.	1
(3.3) Due process complaints pending.	1
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	3

## Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

Description	Number
<b>(4) Total number of expedited due process complaints filed.</b>	<b>2</b>
(4.1) Expedited resolution meetings.	1
(4.1) (a) Expedited written settlement agreements.	1
(4.2) Expedited hearings fully adjudicated.	0
(4.2) (a) Change of placement ordered	0
(4.3) Expedited due process complaints pending.	0
(4.4) Expedited due process complaints withdrawn or dismissed.	2

This report shows the most recent data that was entered by:

Utah

These data were extracted on the close date:

11/13/2024

## How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. [How the Department Made Determinations in 2025](#) will be posted in June 2025. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

## Final Determination Letter

June 20, 2025

Honorable Sydnee Dickson  
State Superintendent of Public Instruction  
Utah State Board of Education  
250 East 500 South, P.O. Box 144200  
Salt Lake City, UT 84111

Dear Superintendent Dickson:

I am writing to advise you of the U.S. Department of Education's (Department) 2025 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Utah needs assistance in implementing the requirements of Part B of the IDEA. This determination is based on the totality of Utah's data and information, including the Federal fiscal year (FFY) 2023 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Utah's 2025 determination is based on the data reflected in its "2025 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's or Entity's Determination

The RDA Matrix is further explained in a document, entitled "[How the Department Made Determinations under Section 616\(d\) of the Individuals with Disabilities Education Act in 2025: Part B](#)" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2025, as it did for Part B determinations in 2015-

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2024. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Utah).

In making Part B determinations in 2025, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on Statewide assessments (which include the regular assessment and the alternate assessment);
- (2) the participation and performance of CWD on the most recently administered (school year 2023-2024) National Assessment of Educational Progress (NAEP), as applicable (For the 2025 determinations, OSEP is using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, the Bureau of Indian Education, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico's 2025 determination as it did for Puerto Rico's 2024 determination. OSEP used the publicly available NAEP data for the Bureau of Indian Education that was comparable to the NAEP data available for the 50 States, the District of Columbia and Puerto Rico; specifically OSEP did not use NAEP participation data in making the BIE's 2025 determination because the most recently administered NAEP participation data for the BIE that is publicly available is 2020, whereas the most recently administered NAEP participation data for the 50 States, the District of Columbia, and Puerto Rico that is publicly available is 2024);
- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

For the 2025 IDEA Part B determinations, OSEP also considered performance on timely correction of noncompliance requirements in Indicator 18. While the State's performance on timely correction of noncompliance was a factor in each State or Entity's 2025 Part B Compliance Matrix, no State or Entity received a Needs Intervention determination in 2025 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2026 determinations.

You may access the results of OSEP's review of Utah's SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your Utah-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Utah's SPP/APR on the site, you will find, in applicable Indicators 1 through 18, the OSEP Response to the indicator and any actions that Utah is required to take. The actions that Utah is required to take are in the "Required Actions" section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the "OSEP Response" and/or "Required Actions" sections.

You will also find the following important documents in the Determinations Enclosures section:

- (1) Utah's RDA Matrix;
- (2) the HTDMD link;
- (3) "2025 Data Rubric Part B," which shows how OSEP calculated Utah's "Timely and Accurate State-Reported Data" score in the Compliance Matrix; and

- (4) “Dispute Resolution 2023-2024,” which includes the IDEA Section 618 data that OSEP used to calculate the Utah’s “Timely State Complaint Decisions” and “Timely Due Process Hearing Decisions” scores in the Compliance Matrix.

As noted above, Utah’s 2025 determination is Needs Assistance. A State’s or Entity’s 2025 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State’s or Entity’s determination would also be Needs Assistance if its RDA Determination percentage is 80% or above but the Department has imposed Specific Conditions on the State’s or Entity’s last three IDEA Part B grant awards (for FFYs 2022, 2023, and 2024), and those Specific Conditions are in effect at the time of the 2025 determination.

Utah’s determination for 2024 was also Needs Assistance. In accordance with Section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), if a State or Entity is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions:

- (1) advise the State or Entity of available sources of technical assistance that may help the State or Entity address the areas in which the State or Entity needs assistance and require the State or Entity to work with appropriate entities;
- (2) direct the use of State-level funds on the area or areas in which the State or Entity needs assistance; or
- (3) identify the State or Entity as a high-risk grantee and impose Specific Conditions on the State’s or Entity’s IDEA Part B grant award.

Pursuant to these requirements, the Secretary is advising Utah of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following website: [Individuals with Disabilities Education Act \(IDEA\) Topic Areas](#), and requiring Utah to work with appropriate entities. The Secretary directs Utah to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage Utah to access technical assistance related to those results elements and compliance indicators for which it received a score of zero. Utah must report with its FFY 2024 SPP/APR submission, due February 2, 2026, on:

- (1) the technical assistance sources from which Utah received assistance; and
- (2) the actions Utah took as a result of that technical assistance.

As required by IDEA Section 616(e)(7) and 34 C.F.R. § 300.606, Utah must notify the public that the Secretary of Education has taken the above enforcement actions, including, at a minimum, by posting a public notice on its website and distributing the notice to the media and through public agencies.

The Secretary is considering modifying the factors the Department will use in making its determinations in June 2026 and beyond, as part of the Administration’s priority to empower States in taking the lead in developing and implementing policies that best serve children with disabilities, and empowering parents with school choice options. As we consider changes to data collection and how we use the data reported to the Department in making annual IDEA

determinations, OSEP will provide parents, States, entities, and other stakeholders with an opportunity to comment and provide input through a variety of mechanisms.

For the FFY 2024 SPP/APR submission due on February 1, 2026, OSEP is providing the following information about the IDEA Section 618 data. The 2024-25 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2024 SPP/APR and the 2026 IDEA Part B Results Matrix and data submitted during correction opportunities will not be used for these purposes. The 2024-25 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the appropriate EDFacts system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Utah must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in Utah on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Utah's submission of its FFY 2023 SPP/APR. In addition, Utah must:

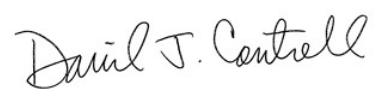
- (1) review LEA performance against targets in the State's SPP/APR;
- (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each LEA of its determination.

Further, Utah must make its SPP/APR available to the public by posting it on the SEA's website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes Utah's determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates Utah's efforts to improve results for children and youth with disabilities and looks forward to working with Utah over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,

A handwritten signature in cursive script that reads "David J. Cantrell".

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David J. Cantrell  
Deputy Director  
Office of Special Education Programs

cc: Utah Director of Special Education