State of Utah

Individuals with Disabilities Education Act 2004

Annual Performance Report

**FFY 2006
(2006-2007)**

**Prepared by the
Utah State Office of Education
February 1, 2008**

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PART B ANNUAL PERFORMANCE REPORT

In accordance with 20 U.S.C. 1416b(2)(C)(ii) and 34 CFR 300.602 the State of Utah must report annually to the Secretary on the performance of the State under the State Performance Plan (SPP). This report is called the Part B Annual Performance Report (Part B APR). The following report represents these requirements. For the February 1, 2008 submission States must provide SPP information for Indicators 7 and 14, and APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20. Utah's State Performance Plan, indicators and targets were developed with broad stakeholder input and publicly disseminated.

Overview of the Process

In order to implement the SPP and develop the APR, education specialists at the Utah State Office of Education were assigned specific indicators. The specialists' roles were to facilitate the implementation of the improvement activities and to collect and analyze the required data. The education specialists then facilitated any necessary revisions in order to maintain or improve results and meet or exceed the State's targets. An electronic tracking system was implemented to assist with documentation of the implementation of improvement activities and data collection. The State special education director and coordinators provided oversight to the process.

USOE Special Education Services staff members participated in the 2007 OSEP Leadership Conference August 7-10, 2007. Upon their return they shared the information obtained with other staff members involved in the SPP and APR processes. Staff members participated in the OSEP teleconferences and the Mountain Plains Regional Resource Center Director teleconferences. Further consultation was provided through telephone calls with Utah's OSEP contact and through site visits made by Mountain Plains Regional Resource Center staff.

During the FFY 06 implementation of the SPP, and in preparation for the APR, The SPP requirements and indicators continued to be shared with LEA Special Education Directors and at monthly Charter School Roundtables. Changes and updates in OSEP requirements were articulated during these meetings. This information was also presented at quarterly meetings of the Utah Special Education Advisory Panel (USEAP). Data-based revisions were made to SPP indicators in coordination with the February 1, 2008 submission of the Part B Annual Performance Report. The revisions were made with broad stakeholder input, after implementation of improvement activities and careful analysis of progress and/or slippage on each indicator. The specific groups that were involved in the stakeholder input are noted in the "Stakeholder Input" section of the State Performance Plan Executive Summary.

SPP and APR information is widely shared. Each February, the State reports to the public on its progress and/or slippage in meeting the measurable and rigorous targets found in the SPP. The APR is posted on the Utah State Office of Education's website and referenced in the *Utah Special Educator,* as well as the state superintendent's annual report. The APR is shared at the first regularly scheduled meeting of the USEAP, the LEA Directors and the Charter School Roundtable after submission. Results are also shared with the Utah Parent Center. Prior to April 15th of each year, the USOE prepares and publishes a summary of indicators that are required to be publicly reported for each LEA. The report is posted on the USOE website and is made available for posting on LEA websites. A presentation is made on or before April 15 to USEAP, LEA special education directors, charter school directors, and other stakeholders as appropriate.

Activities to Meet Targets

In order to maintain focus on data-based decisions and on improving outcomes for students with disabilities, additional revisions to the SPP and new or extended activities have been determined after careful analysis of results and reported in this APR. The revisions will be added to the State Performance Plan in coordination with the February 1, 2008 submission of the APR. The revisions were made with broad stakeholder input, after implementation of improvement activities and careful analysis of progress and/or slippage on each indicator.

Response to Required Actions

The Office of Special Education Programs conducted a site verification visit on April 27-28, 2004 in which a review of the State's system of General Supervision was conducted. In the findings letter received May 20, 2004, it was stated that the state must provide evidence of progress in correcting noncompliance, including current data and analysis on ensuring correction of all non compliance, including noncompliance it considers non-systemic, within one year of identification in the FFY 2003 Annual Performance Report. Further progress has been documented in ensuing APR submissions, including the February 1, 2008 submission of Utah's Annual Performance Report. As a result of OSEP's response letter to Utah's 2003 APR, the issue was identified that resolution of state formal complaints within the 60-day timeline was less than 100 percent. A process to correct that area of noncompliance was successfully implemented. FFY 05 and 06 data indicate that the level of compliance has been 100% for two years.

In an August 2004 OSEP letter responding to the USOE March 30, 2004 submission of its FFY 2002 APR, concern was expressed that the State's system could not account for the eligibility of all children exiting Part C. The letter directed the USOE to include data and its analysis, along with a determination of compliance or noncompliance with the requirements in the next (FFY03) APR. The September 1, 2005 OSEP letter in response to Utah's submission of its FFY 2003 APR indicated that the State needed to provide evidence of progress, including current data and analysis, in correcting the noncompliance related to children experiencing a smooth early childhood transition as required by the federal regulations. The FFY 06 APR provides data indicating the correction of these concerns back through FFY 03, as per directions in the response letters.

The USOE has addressed each concern listed by OSEP in Utah's June 2007 Response Table in a specific section under each indicator.

Sampling Methodology

Sampling is utilized for Indicators 8 and 14. The sampling methodology that is used is explained in the body of those indicators. The sampling plans for Indicators 8 and 14 have been formally approved by OSEP.

Utah's Special Education Monitoring Process

The Utah State Office of Education utilizes the Utah Program Improvement Planning System (UPIPS) as part of its general supervision process to assist LEAs in improving outcomes for students with disabilities and to monitor compliance with state and federal requirements under IDEA. The following information describes the UPIPS process.

The USOE, Special Education Services (USOE-SES) has the responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004. USOE-SES's continuous improvement monitoring system, UPIPS, reflects the federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities. The UPIPS was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of districts is included in each year's cohort. The selection criteria for districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. LEAs were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique

conformation of Utah's 40 school districts, there are four districts of 50,000+ students. Four of the five cohorts for monitoring contain one of these very large districts, and the fifth contains two districts with enrollments of at least 25,000 students. Each of the five cohorts also includes districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the state population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of ELL students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for state monitoring after being assigned to a cohort based upon location and size. Charter schools were assigned to the monitoring cycle as follows. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year because staff members at the USOE think it is more important to let charter schools know immediately what the rules and regulations are regarding IDEA. If they were randomly assigned to a monitoring year, it could be five years before a given charter school was monitored. This is unacceptable given the importance of adhering to special education law – some of which charter school staff members may be somewhat unfamiliar.

Each LEA is monitored each year throughout the five years through self-assessment, on-site visits, desk audits, annual performance reports, and/or data reporting. Due process system data from complaints and hearings is also reviewed and included as part of the monitoring process. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification and improvement. In Year 1, the LEA is charged with involving key stakeholders in the development of a Self-Assessment Report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a Corrective Action Plan (CAP) and Program Improvement Plan (PIP) that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. During Year 2, based upon an off-site review of the LEA data, submitted as part of the Self-Assessment Report and from annual 618 data, an on-site visit may be scheduled in which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEAs' self-collected data and to determine if improvement efforts, as part of the CAP and PIP, have been successful. Years 3-5 of the UPIPS process tracks the status of each LEAs' CAP and PIP, including the correction of identified compliance errors within one year. The CAP is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual data.

Conclusion

Utah has made a concerted effort to include stakeholder input in all aspects of the SPP and APR processes. Rich discussions among members of the special education community as well as our general education and Title I partners have ensued. The State has developed and enhanced data systems to ensure accuracy of data. Budgetary processes and professional development activities have been aligned with the SPP and each year's APR. Utah has collected and carefully analyzed the data and utilized those data to make systemic changes designed to improve results for students with disabilities in the State. As Indicated in the Display I-1, of the 21 targets contained within the indicators (indicators 7, 14, 18, and 19 did not include targets), Utah met 12 and made progress on an additional 5 targets. Utah remains committed to improving the results for children and youth with disabilities.

Display I-1: Summary of Utah State Performance Plan (SPP) for 2006-07 February 2008

Indic. #	Indicator	Measurement	2006-07 Target	2005-06 Rate	2006-07 Rate	Did State Meet the Target?	State 0607- State0506
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	73.70%	73.2%	72.9%	N	-0.30%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	4.80%	4.9%	4.8%	Y	-0.10%
3	Statewide Assessment	*Participation and performance of children with disabilities on statewide assessments:*					
3A	State AYP Objectives	*Percent of districts meeting the State's AYP objectives for progress for disability subgroup:*	54.00%	73.0%	89.0%	Y	16.00%
3B	Participation Rate	*Participation rate for children with IEPs:*					
	Lang. Arts	Participation rate of grade 3-8, and 10 students.	95.00%	98.3%	99.67%	Y	1.37%
	Math	Participation rate of grade 3-9, and 10-12 students.	95.00%	99.6%	98.17%	Y	-1.43%
3C	Proficiency Rate	*Proficiency rate for children with IEPs:*					
	Lang. Arts	Percent of grade 3-8, and 10 students.	50.00%	43.9%	43.63%	N	-0.27%
	Math	Percent of grade 3-9, and 10-12 students.	51.00%	42.5%	42.86%	N	0.36%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	1.00%	3.00%	0.00%	Y	-3.00%
5	LRE for Students	*Percent of children with IEPs aged 6 through 21 who are:*					
5A	Regular Classroom	Inside the regular class 80% or more of the day.	50.14%	48.68%	50.64%	Y	1.96%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	14.28%	14.72%	15.82%	N	1.10%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	3.52%	3.56%	3.32%	Y	-0.24%
6	LRE for Children 3-5	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.				N/A	
7	Child Outcomes for Children 3-5	*Percent of preschool children with IEPs who demonstrate improved:*				N/A	
7A	Social-Emotional	Positive social-emotional skills (including social relationships).				N/A	
7B	Knowledge and Skills	Acquisition and use of knowledge and skills (including early language/communication and early literacy); and				N/A	
7C	Behaviors	Use of appropriate behaviors to meet their needs.				N/A	
8	Parent Involvement	*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.*	91.00%	91.1%	83.6%	N	-7.50%
9	Disprop. R/E, Overall	*Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the* **result of inappropriate identification.**	0.00%	0.00%	0.00%	Y	0.00%

10	Disprop. R/E, Disability Category	*Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the* **result of inappropriate identification.**	0.00%	0.00%	**0.00%**	Y	**0.00%**
11	Evaluation in 60 Days	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.	100.00%	76.2%	**95.2%**	N	**19.00%**
12	Transition from Part C to Part B	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.	100.00%	85.8%	**93.1%**	N	**7.30%**
13	Transition Planning on IEP by Age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.	100.00%	34.92%	**41.38%**	N	**6.46%**
14	Post-secondary Outcomes	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.				N/A	
15	GS: Noncompliance Correction	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.	100.00%	86.8%	**95.0%**	N	**8.20%**
16	GS: Written complaints	Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	100.00%	100.00%	**100.00%**	Y	**0.00%**
17	GS: Due Process	Percents of adjudicated due process hearings that were adjudicated within 45 days	100.00%	100.00%	**100.00%**	Y	**0.00%**
20	GS: Timely and Accurate Data	Percent of state-reported data that are timely and accurate.	100.00%	100.00%	**100.00%**	Y	**0.00%**

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: Measurement for Youth with IEPs should be the same measurement as for all youth. Graduation rate was calculated as follows: Number of graduates (G) divided by [graduates (G) + reached maximum age (M) + dropped out (DO)] X 100 = graduation rate

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	0.5% annual increase over the previous year's graduation rate for students with IEPs

Actual Target Data for FFY 2006:

Display 1-1: Graduation Rate of Students with Disabilities for 2006-07

	FFY2006
# of graduates	2,226
# of drop-outs	817
# of age-outs	11
Graduation Rate	**72.9%**

The target of 73.7% was not met.

The graduation rate is calculated by dividing the total number of graduates by the number of graduates plus the number of drop-outs plus the number of age-outs (2,226 ÷ 3,054 [2,226 + 817 + 11] = 72.9% graduation rate).

To earn a high school diploma, all students are required to meet State minimum course credit requirements, as specified in Utah State Board of Education Administrative Rule R277-700; LEAs may require additional course credits beyond the State minimum. In addition, all students are required to participate in the Utah Basic Skills Competency Test (UBSCT) or Utah's Alternate Assessment (UAA), if participation in the UAA has been determined appropriate by the student's IEP team (Utah State Office of Education Administrative Rule R277-705). Students who meet the course credit requirements and UBSCT/UAA participation requirements are awarded a regular high school diploma that will indicate whether or not the student passed all subtests of the UBSCT.   Any students who do not meet all graduation requirements may, at the discretion of the LEA, be awarded a Certificate of Completion.

Valid and Reliable Data:

Individual level student data are collected so that individual students may be tracked. This ensures data accuracy. Data are submitted electronically to the USOE Clearinghouse by the individual LEAs as part of the OSEP exit report. After finding some duplication of student names and determining that it was a program error, USOE Clearinghouse staff modified the data entry procedures to eliminate this error.
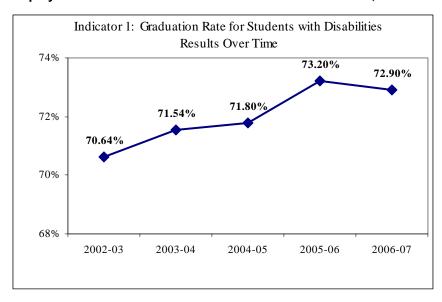
Explanation of Progress or Slippage that occurred for FFY 2006:

As indicated in Displays 1-1 and 1-2, the 2006-07 graduation rate is slightly lower than that for 2005-06, but higher than that of 2004-05. The overall trend since 2002-03 is that the graduation rate for students with disabilities is increasing as can be seen in Display 1-3.

After a review of multiple variables including comparing the numbers of students with disabilities aged 18 – 22, the numbers of students participating in alternate assessments, and the numbers of students participating in the UBSCT for FFY2005 and FFY2006, it was not possible to determine the cause of the slippage of 0.3% in the graduation rate of students with disabilities. Had only 8 more students graduated, however, the FFY2006 graduation rate would have been identical to the FFY2005 graduation rate. Thus, this is not a significant difference.

Display 1-2: Graduation Rate of Students with Disabilities, Results Over Time

	FFY2004	FFY2005	FFY2006
# of graduates	1,723	2,331	2,226
# of drop-outs	621	838	817
# of age-outs	57	17	11
Graduation Rate	**71.8%**	**73.2%**	**72.9%**

Display 1-3: Graduation Rate of Students with Disabilities, Results Over Time

Discussion of Improvement Activities Completed for FFY 2006:

1. Organize a USOE Graduation and Drop Out Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education, (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze district data, identify factors that encourage students to stay in school, and make recommendations on how to build local district capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding graduation. Completed.

2. Train district level teams. Completed.
   - Purpose: train research-based programs and strategies for effective school completion.
   - Target audience: curriculum directors, guidance counselors, special education directors, transition specialists, secondary special education and regular education teachers, parents.

3. Consider policy and legislative recommendations from Task Force. Completed.

4. Recommend to USOE that annual implementation of the Gates Foundation survey be part of the partnership with the University of Utah Education Policy Center. Not completed.
   - The recommendation was not accepted by the USOE administration. USOE will not develop a partnership with the Education Policy Center at this time.

5. Prepare report for Utah State School Board outlining findings from Gates Foundation survey, State graduation/drop out rates over time, and recommendations. Not completed.
   - The survey was not administered (see Activity 4); therefore specific recommendations could not be developed.

6. Gather graduation/drop out data for SWD from LEAs; rank LEAs based on graduation rates; select top 10 LEAs based on high graduation, low drop out rates. Completed.
   - The 10 LEAs each had 100% graduation rate, with no dropouts. All of these LEAs had 17 or fewer (N= ≥ 2 and ≤17) students with disabilities in the graduating class.

7. Invite LEAs to self-assess, using 10 Effective Strategies developed by National Dropout Prevention Center. Completed.
   - A telephone survey was completed.

8. Meet with selected LEAs to analyze self-assessment, determine specific strategies implemented in successful LEAs. Completed.
   - Data were analyzed; the most consistent response was "We know these kids. We know what they're doing", relating to the small class size and personal connections with students and families (informal implementation of mentoring and family engagement strategies).

9. Share successful strategies with all LEAs at Spring Administrative Meetings. Not completed.
   - The State Board of Education developed a collaborative Drop-out Prevention Study Team in Spring 2007; the USOE Drop-out/Graduation Task Force participated as part of this study team. The outcome of the Study Team will be to make recommendations to the State School Board on strategies to reduce the drop-out rate and improve the graduation rate for all students.
   - Recommendations for strategies to increase the outcomes for students with disabilities will be included with the strategies for all students.

10. Develop training targets, based on strategies previously identified; present to Consortium, Board and State Advisory Panel for input and direction for implementation. Not completed.
    - This will be addressed in additional improvement activities.

11. Implement training; monitor graduation and drop out rates. Not completed: Ongoing.
    - Training has not been implemented (See #10).
    - Graduation and dropout rates are monitored by USOE Special Education staff for accuracy and rate changes.

12. Evaluate the results of activities from 2005-07 and determine additional activities based on those data. Completed and ongoing.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Proposed target change with justification:

New target: 0.5% annual increase over the previous year's graduation rate for students with IEPs, as supported by the Utah Special Education Advisory Panel (USEAP) after reviewing the data.

Analysis of data (see Display 1-3) indicates a gradual increase of 0.7% annually in graduation rates, excluding the spike in 2005-06. Based on these data, the previous target of 2% annual increase was an unrealistically rigorous target. Review of data at IDEAdata.org indicates that the graduation rate of Utah students with disabilities has been consistently higher than the national rate; therefore the new target, while lower than the average increases since 2002-03, reflects the challenge of increasing an already high rate.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	0.5% annual increase over the previous year's graduation rate for students with IEPs
2007 (2007-2008)	0.5% annual increase over the previous year's graduation rate for students with IEPs
2008 (2008-2009)	0.5% annual increase over the previous year's graduation rate for students with IEPs
2009 (2009-2010)	0.5% annual increase over the previous year's graduation rate for students with IEPs
2010 (2010-2011)	0.5% annual increase over the previous year's graduation rate for students with IEPs

Proposed Activities, with Timelines, Resources, and Justification:

Activity	Timeline	Resources	Justification
1. REVISED TIMELINE Organize a USOE Graduation and Drop Out Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education, (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze district data, identify factors that encourage students to stay in school, and make recommendations on how to build local district capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding graduation.	2005 through 2007	USOE Staff, from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care	This activity has been completed. It no longer needs to be addressed in the APR.
2. NEW Participate in State Board of Education Drop-out Prevention Study Team. • Attend scheduled meetings • Present data • Share research information • Engage in collaborative activities • Complete action steps assigned	Summer, Fall 2007	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	The work of the Task Force on both increasing graduation rates and decreasing dropout rates is recognized as being important in providing direction and recommendations to the Study Team. The State Board requested involvement of the USOE staff members on the Task Force in the Study Group.
3. NEW With the Study Team, develop recommendations and present to the State Board of Education for approval, adoption, and direction.	Fall, 2007	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	The Study Group is directed to report findings and recommendations to the State Board of Education in October 2007.

4. NEW Work with the USOE leadership and staff to implement directives from the State Board of Education.	Fall, 2007 through 2011	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	Increasing school completion is a goal for all students; this goal can best be achieved when efforts are made across the educational system, with State Board of Education support.
5. NEW Provide professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents.	Fall, 2007 through 2011	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners),	While the USOE and the State Board provide the resources needed to improve school completion, the programs will be implemented at the local level. Educators, administrators, parents and students need to be provided information and strategies relative to implementing the programs.
6. NEW Monitor school completion rates to evaluate success of school completion initiatives.	Spring 2008-2011	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	Programs and initiatives need to be monitored, and modified as appropriate, to ensure continued effectiveness.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school .

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

> **Measurement:** Measurement for Youth with IEP's should be the same measurement as for all youth. Dropout rate was calculated as follows: Number of dropouts divided by the total number of potential dropouts X 100= dropout rate.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.

Actual Target Data for FFY 2006:

Display 2-1: Drop-Out Rate of Students with Disabilities for 2006-07

	FFY2006
# of drop-outs	817
# of total students	16,900
Drop-Out Rate	**4.8%**

The target of 4.8% was met.

The dropout rate is calculated by dividing the number of dropouts (817) by the total number of potential dropouts (16,900). For FFY2005 drop-out rate was 4.9%. The FFY2006 target would be 4.8% (4.9% -(4.9%X2%) = 4.8%).

The USOE follows Utah State Board of Education Administrative Rule R211-419 in calculating drop-out rates. The Rule, applicable to all students, requires LEAs to exit a student as dropped out when no other exit status code legitimately represents the reason for departure or absence from school.

Valid and Reliable Data:

Individual level student data are collected so that individual students may be tracked. This ensures data accuracy. Data are submitted electronically to the USOE Clearinghouse by the individual LEAs as part of the OSEP exit report. After finding some duplication of student names and determining that it was a program error, USOE Clearinghouse staff modified the data entry procedures to eliminate this error.
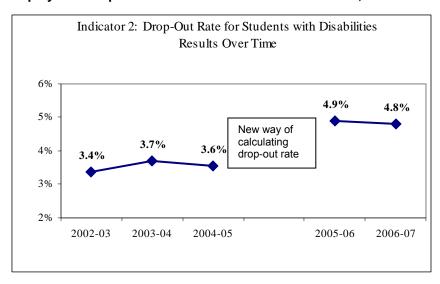
Explanation of Progress or Slippage that occurred for FFY 2006:

As indicated in Displays 2-2 and 2-3, the 2006-07 drop-out rate is lower than that for 2005-06, but higher than that of 2004-05. Progress is due to increased awareness generated by the improvement activities articulated in the APR. The dropout rate had remained consistent from FFY2002 to FFY2004 and then increased in FFY2005. This increase in drop-out rate is due to a new way of calculating the drop-out rate. Starting in FFY2005, students with an exit determination of "moved and not known to be continuing" were counted as drop-outs. Thus, the slippage from the Indicator 2 baseline is due to a required change in calculating and reporting data.

Display 2-2: Drop-Out Rate of Students with Disabilities, Results Over Time

	FFY2004	FFY2005	FFY2006
# of drop-outs	613	830	817
# of total students	17,218	17,029	16,900
Drop-Out Rate	**3.7%**	**4.9%**	**4.8%**

Display 2-3: Drop-Out Rate of Students with Disabilities, Results Over Time

Indicator 2: Drop-Out Rate for Students with Disabilities
Results Over Time

Discussion of Improvement Activities Completed for FFY 2006:

1. Organize a USOE Graduation and Drop Out Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze district data, identify factors that encourage students to stay in school, and make recommendations on how to build local district capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding education. Completed.

2. Train district level teams. Completed.
    - Purpose: training research-based programs and effective drop out prevention.
    - Target audience: LEA curriculum directors, guidance counselors, special education directors, transition specialists, secondary special education and regular education teachers, parents.

3. Consider policy and legislative recommendations from Task Force. Completed.

4. Recommend to USOE that annual implementation of the Gates Foundation survey be part of the partnership with the University of Utah Education Policy Center. Not completed.
    *   The recommendation was not accepted by the USOE administration. USOE will not develop a partnership with the Education Policy Center at this time.

5. Prepare report for Utah State School Board outlining findings from Gates Foundation survey, State graduation/drop out rates over time, and recommendations. Not completed.
    *   The survey was not administered (see Activity 4); therefore specific recommendations could not be developed.

6. Gather graduation/drop out data for SWD from LEAs; rank LEAs based on graduation rates; select top 10 LEAs based on high graduation, low drop out rates. Completed.

7. Invite LEAs to self-assess, using 10 Effective Strategies developed by National Dropout Prevention Center. Completed.
    *   A telephone survey was completed.

8. Meet with selected LEAs to analyze self-assessment, determine specific strategies implemented in successful LEAs. Completed.
    *   Data were analyzed; the most consistent response was "We know these kids. We know what they're doing", relating to the small class size and personal connections with students and families (informal implementation of mentoring and family engagement strategies).

9. Share successful strategies with all LEAs at Spring Administrative Meetings. Not completed.
    *   The State Board of Education developed a collaborative Drop-out Prevention Study Team in Spring 2007; the USOE Drop-out/Graduation Task Force participated as part of this study team. The outcome of the Study Team will be to make recommendations to the State School Board on strategies to reduce the drop-out rate and improve the graduation rate for all students.
    *   Recommendations for strategies to increase the outcomes for students with disabilities will be included with the strategies for all students.

10. Develop training targets, based on strategies previously identified; present to Consortium Board and State Advisory Panel for input and direction for implementation. Not completed
    *   This will be addressed in additional improvement activities.

11. Implement training; monitor graduation and drop out rates. Not completed: Ongoing.
    *   Training has not been implemented (See #10).
    *   Graduation and dropout rates are monitored by USOE Special Education staff for accuracy and rate changes.

12. Evaluate the results of activities from 2005-07 and determine additional activities based on those data. Completed and ongoing.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07):

Activity	Timeline	Resources	Justification
1. REVISED TIMELINE Organize a USOE Graduation and Drop Out Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education, (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze district data, identify factors that encourage students to stay in school, and make recommendations on how to build local district capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding graduation.	2005 through 2007	USOE Staff, from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care	This activity has been completed. It no longer needs to be addressed in the APR.
2. NEW Participate in State Board of Education Drop-out Prevention Study Team. - Attend scheduled meetings - Present data - Share research information - Engage in collaborative activities - Complete action steps assigned	Summer, Fall 2007	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	The work of the Task Force on both increasing graduation rates and decreasing dropout rates is recognized as being important in providing direction and recommendations to the Study Team. The State Board requested involvement of the USOE staff members on the Task Force in the Study Group.
3. NEW With the Study Team, develop recommendations and present to the State Board of Education for approval, adoption, and directions.	Fall, 2007	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	The Study Group is directed to report findings and recommendations to the State Board of Education in October 2007.

4. NEW Work with the USOE leadership and staff to implement directives from the State Board of Education.	Fall, 2007 through 2011	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	Increasing school completion is a goal for all students; this goal can best be achieved when efforts are made across the educational system, with State Board of Education support.
5. NEW Provide professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents.	Fall, 2007 through 2011	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners),	While the USOE and the State Board provide the resources needed to improve school completion, the programs will be implemented at the local level. Educators, administrators, parents and students need to be provided information and strategies relative to implementing the programs.
6. NEW Monitor school completion rates to evaluate success of school completion initiatives.	Spring 2008-2011	USOE Staff, USOE Drop-out/Graduation Task Force (USOE Staff and Community Partners), State Board Members	Programs and initiatives need to be monitored, and modified as appropriate, to ensure continued effectiveness.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on State-wide assessments:

A. Percent of LEAs meeting the State's AYP objectives for progress for disability subgroup.

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times100.

B. Participation rate =

  a. # of children with IEPs in assessed grades;
  b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
  c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
  d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
  e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

C. Proficiency rate =

  a. # of children with IEPs in assessed grades;
  b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by(a)] times 100);
  c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
  d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
  e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 54% by 2006-07. B. The percent of students with disabilities participating in State-wide assessments in language arts will increase to 95% by 2006-07. The percent of students with disabilities participating in State-wide assessments in math will increase to 95% by 2006-07. C. The percent of students with disabilities who are proficient in language arts assessments will increase to 51% by 2006-07. The percent of students with disabilities who are proficient in math assessments will increase to 50% by 2006-07.

Actual Target Data for FFY 2006:

A. AYP

Display 3-1: Percent of LEAs that Met AYP for the Students with Disabilities Subgroup

	FFY2006
Number of LEAs with the minimum "n" size of students with disabilities	74
Number of LEAs that met AYP	66
Percent of LEAs that met AYP	89%

The target of 54% was met.

B. Participation Rate

The number of children with IEPs in grades assessed is different for Math and Language Arts because Math is based upon grades 3 – 8 and 10 – 12 and Language Arts is based upon grades 3 – 8 and 10. Utah bases the number of children with IEPs in grades assessed on the number of children enrolled in the courses that generate the Criterion-Referenced Tests at the time of the assessment.

Display 3-2: Participation Rate of Students with Disabilities

	Math	Language Arts
a. # of children with IEPs in grades assessed	35,003	34,355
b. # of children with IEPs in regular assessment with no accommodations	14,113	14,724
c. # of children with IEPs in regular assessment with accommodations	16,759	16,631
d. # of children with IEPs in alternate assessment against grade level standards	0	0
e. # of children with IEPs in alternate assessment against alternate achievement standards	3,491	2,885
Account for any children included in a but not included in b, c, d, or e	640	115
Overall = [(b + c + d + e) divided by (a)]	**98.17%**	**99.67%**

The target of 95% for Math was met.

The target of 95% for Language Arts was met.

C. Proficiency Rate

Display 3-3: Proficiency Rate of Students with Disabilities

	Math	Language Arts
a. # of children with IEPs in grades assessed	35,003	34,355
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	7702	8144
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	4454	4312
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	0	0
e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	2846	2533
Account for any children included in a but not included in b, c, d, or e	640	115
Overall Percent = [(b + c + d + e) divided by (a)]	42.86%	43.63%

The target of 50% for Math was not met.

The target of 51% for Language Arts was not met.

Indicator Summary: Three of the five targets for this indicator were met.

Valid and Reliable Data:

The accuracy of the data is ensured as it goes through quality assurance and quality control checks established by both the assessment results team and the computer services section at the Utah State Office of Education.

Explanation of progress or slippage that occurred for FFY 2006:

As can be seen in Display 3-4, a higher percentage of LEAs are meeting AYP for the students with disabilities subgroup since FFY2004. In addition a higher number of LEAs are meeting the minimum "n" size for this subgroup and there is an increased number of charter schools each year.

The participation rate of students with disabilities has also increased since FFY2004 as indicated in Display 3-5. This is due to professional development provided on the U-PASS Assessment Participation and Accommodations Policy. The training includes a description of the assessments in Utah, who takes which assessment and why students with disabilities must participate. Since this training is designed for teachers of students with disabilities, it facilitates a better understanding of assessment requirements and practices. The USOE will continue professional development opportunities for special education directors, assessment directors, and LEA staff members on the U-PASS Assessment Participation and Accommodations Policy.

The proficiency rate for students with disabilities has increased since FFY2004 in Language Arts (see Display 3-6). Conversely, the proficiency rate for Math slightly decreased from FFY2005 to FFY2006. The proficiency rates were about seven percentage points lower than the targets. The USOE has held numerous professional development opportunities in the areas of literacy and numeracy. General education and special education teachers have attended. It takes time for teachers to implement the knowledge they gain in professional development and for students' proficiency on State-wide assessments to indicate their improved performance. At the same time the targets for proficiency are also rising, which makes it difficult for students with disabilities to meet the target, although their overall knowledge may be increasing.

Display 3-4: Percent of LEAs that Met AYP for the Students with Disabilities Subgroup Results Over Time

	FFY2004	FFY2005	FFY2006
Number of LEAs with the minimum "n" size of students with disabilities	57	60	74
Number of LEAs that met AYP	25	44	66
Percent of LEAs that met AYP	44%	73%	89%

Display 3-5: Participation Rate of Students with Disabilities, Results Over Time

	2004-2005 (FFY 2004)	2005-2006 (FFY 2005)	2006-2007 (FFY 2006)
MATH	86.2%	98.3%	98.17%
LANGUAGE ARTS	91.9%	99.6%	99.67%

MATH							
Participation Rates for Students with Disabilities							
Grades	a. # of children with IEPs in grades assessed	b. # of children with IEPs in regular assessment with no accommodations	c. # of children with IEPs in regular assessment with accommodations	d. # of children with IEPs in alternate assessment against grade level standards	e. # of children with IEPs in alternate assessment against alternate achievement standards	Account for any children included in a but not included in b, c, d, or e	Overall Percent = [(b + c + d + e) divided by (a)]
3	6068	2588 42.7%	3001 49.5%	0	465 7.7%	14	99.8%
4	5954	2293 38.5%	3211 53.9%	0	440 7.4%	10	99.8%
5	5492	1895 34.5%	3146 57.3%	0	437 8.0%	14	99.7%
6	5094	1565 30.7%	3061 60.1%	0	445 8.7%	23	99.6%
7	4265	1860 43.6%	1974 46.3%	0	388 9.1%	43	99.0%
8	3488	1569 45.0%	1374 39.4%	0	383 11.0%	162	95.4%
10-12	4641	2188 47.2%	993 21.4%	0	921 19.9%	539	88.4%

	LANGUAGE ARTS						
	Participation Rates for Students with Disabilities						
Grades	a. # of children with IEPs in grades assessed	b. # of children with IEPs in regular assessment with no accommodations	c. # of children with IEPs in regular assessment with accommodations	d. # of children with IEPs in alternate assessment against grade level standards	e. # of children with IEPs in alternate assessment against alternate achievement standards	Account for any children included in a but not included in b, c, d, or e	Overall Percent = [(b + c + d + e) divided by (a)]
3	6059	2508 41.4%	3084 50.9%	0	452 7.5%	15	99.8%
4	5945	2252 37.9%	3250 54.7%	0	432 7.3%	11	99.8%
5	5484	1890 34.5%	3151 57.5%	0	430 7.8%	13	99.8%
6	5100	1674 32.8%	2974 58.3%	0	439 8.6%	13	99.8%
7	4355	2194 50.4%	1746 40.1%	0	388 8.9%	27	99.4%
8	3959	2037 51.5%	1485 37.5%	0	395 10.0%	42	98.9%
10	3453	2061 59.7%	940 27.2%	0	348 10.1%	104	97.0%

Display 3-6: Proficiency Rate of Students with Disabilities, Results Over Time

	2004-2005 (FFY 2004)	2005-2006 (FFY 2005)	2006-2007 (FFY 2006)
MATH		43.9%	42.8%
LANGUAGE ARTS	37.6%	42.5%	43.6%

MATH							
Proficiency Rates for Students with Disabilities							
Grades	a. # of children with IEPs in grades assessed	b. # of children with IEPs in regular assessment with no accommodations	c. # of children with IEPs in regular assessment with accommodations	d. # of children with IEPs in alternate assessment against grade level standards	e. # of children with IEPs in alternate assessment against alternate achievement standards	Account for any children included in a but not included in b, c, d, or e	Overall Percent = [(b + c + d + e) divided by (a)]
3	6068	1818 30.0%	880 14.5%	0	375 6.2%	14	50.6%
4	5954	1506 25.3%	893 15%	0	368 6.2%	10	46.5%
5	5492	1175 21.4%	785 14.3%	0	370 6.7%	14	42.5%
6	5094	872 17.1%	703 13.8%	0	363 7.1%	23	38.1%
7	4265	1001 23.5%	697 16.3%	0	316 7.4%	43	47.2%
8	3488	743 21.3%	348 10.0%	0	313 9.0%	162	40.2%
10-12	4641	587 12.7%	148 3.2%	0	729 15.7%	539	31.6%

LANGUAGE ARTS							
Proficiency Rates for Students with Disabilities							
Grades	a. # of children with IEPs in grades assessed	b. # of children with IEPs in regular assessment with no accommodations	c. # of children with IEPs in regular assessment with accommodations	d. # of children with IEPs in alternate assessment against grade level standards	e. # of children with IEPs in alternate assessment against alternate achievement standards	Account for any children included in a but not included in b, c, d, or e	Overall Percent = [(b + c + d + e) divided by (a)]
3	6059	1770 29.2%	758 12.5%	0	412 6.8%	15	48.5%
4	5945	1559 26.2%	852 14.3%	0	382 6.4%	11	47.0%
5	5484	1189 21.7%	790 14.4%	0	386 7.0%	13	43.1%
6	5100	993 19.5%	783 15.4%	0	389 7.6%	13	42.5%
7	4355	974 22.4%	479 11.0%	0	335 7.7%	27	41.0%
8	3959	871 22.0%	407 10.3%	0	341 8.6%	42	40.8%
10	3453	788 22.8%	243 7.0%	0	288 8.3%	104	38.2%

Discussion of Improvement Activities Completed for FFY 2006:

1. Provide State-wide professional development on literacy (reading) instruction and interventions for general and special educators. Completed and ongoing.
   - 1639 general and special education teachers, administrators, related service providers, paraeducators, parents, students and others received training in literacy instruction.

2. Research best practices for numeracy instruction and interventions and create professional development activities for general and special educators. Completed and ongoing.
   - 449 general and special education teachers, administrators, related service providers, and paraeducators received training in numeracy instruction.

3. Publish U-PASS Assessment Participation and Accommodations Policy and revise yearly to reflect new accommodation research. It will be posted on the USOE website. Completed and ongoing.
   - Published and posted at:
     http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Accommodations_Policy.pdf.
   - To be revised annually by July 1 of each year.

4. Develop training materials on U-PASS Assessment and Participation and Accommodations Policy and post on USOE website. Completed.
   - Posted at: http://www.schools.utah.gov/sars/servicesinfo/docs/accomtrain.ppt.

5. Train at LEA request on U-PASS Assessment Participation and Accommodations Policy. Completed and ongoing.
   - 892 general education and special education teachers, administrators, related service providers, paraeducators and parents were trained on the U-PASS Assessment Participation and Accommodations Policy.
   - Training is offered annually at LEA request.

6. Develop a State-wide procedure for districts to ensure the State does not go over 1% on alternate assessments measured against alternate achievement standards. Completed and ongoing.

7. Participate with general education curriculum staff to develop a State-wide framework for Literacy Instruction. Completed.
   - Utah State Board of Education gave final approval to technical assistance document (Utah's 3 Tier Model of Reading Instruction) April, 2007.

8. Collaborate and publish Utah's 3 Tier Model of Reading Instruction K-12. Completed.
   - Posted at: http://www.schools.utah.gov/sars/servicesinfo/pdfs/3-tierread.pdf.

9. Review current State-wide math assessment procedures for secondary students to determine how to best involve all students. Completed and ongoing.

10. Evaluate the results of activities from 2005-07 and determine additional activities based on those data. Completed and ongoing.

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Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. ELIMINATE Develop process for identifying schools that consistently achieve AYP for students with disabilities subgroup, analyze effective instructional practices, and disseminate to other schools.	2006 and ongoing	USOE Staff	This activity has been eliminated. Schools that achieve Adequate Yearly Progress can change on a yearly basis making this improvement activity not useful.
2. REVISED TIMELINE Research an alternate assessment based on 2% flexibility under NCLB.	Fall, 2007 through 2011	USOE Special Education and Assessment Staff, National Partnerships	Continue to research an alternate assessment based on 2% flexibility under NCLB.
3. REVISED TIMELINE Review current State-wide math assessment procedures for secondary students to determine how to best involve all students.	2005 through 2011.	USOE Special Education Staff, USOE Assessment Staff, USOE Curriculum Staff and LEA Special Education Staff	This activity merits continuing attention.
4. REVISED TIMELINE Participate with general education curriculum staff to develop a State-wide framework for Literacy Instruction.	August 2005 through April 2007	USOE & UPDC Staff; IDEA discretionary funds	The framework has been developed, approved, and is being implemented in the State.
5. NEW Extend the grade level content standards to their "essence" for use in the revision of Utah's Alternate Assessment (UAA), the alternate assessment based on alternate achievement standards. • The grade level content	2007 through 2011.	USOE Special Education, Assessment and Curriculum Staff, Stakeholders	This activity is required in order for the UAA to appropriately assess students with the most significant disabilities.

standards will be extended for Language Arts, Math and Science Kindergarten through secondary to their "essence" by content specialists at the USOE. • A group of stakeholders will revise the "essence" to align grade by grade in each subject (Language Arts, Math and Science) and across subjects for each grade. • The "essence" will be the basis for the revised UAA.			

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of Suspension and expulsion

    A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and

    B. Reporting on Indicator 4B is not required for the FFY 2006 APR.

Measurement:

    A. Percent = (# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State) times 100.

    B. Reporting on Indicator 4B is not required for the FFY 2006 APR.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	A. Reduce number of districts with significant discrepancies 1%.

Actual Target Data for FFY 2006:

Display 4-1: Percent of Districts Identified with Significant Discrepancy for 2006-2007

	FFY2006
# of LEAs	100
# of LEAs with significant discrepancy in suspension/expulsion rates	0
% of LEAs with significant discrepancy in suspension/expulsion rates	0%

The target of 1% reduction was met.

Utah 618 Table 5 data on short and long-term suspensions and expulsions are collected annually from LEAs as required by OSEP. LEAs have a variety of internal systems for collecting and tracking data on suspensions and expulsions. Each LEA aggregates data and submits the data in written form to the SEA. Utah has determined its definition of "Significant Discrepancy" based on a significant difference from the State-wide mean rate of suspension/expulsion of students with disabilities across all LEAs. The mean rate and the standard deviation were computed. Significant discrepancy was defined as two or more standard deviations from the mean.
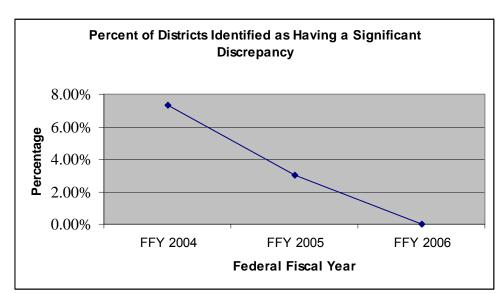
Valid and Reliable Data:

Data are submitted in written form to the USOE.   Data corresponds with USOE federal 618 discipline data tables. There is continued collaboration with USOE Data Clearinghouse to ensure fidelity of data collection.

Explanation of progress or slippage that occurred for FFY 2006:

The 2006-07 data indicate a decrease in the percent of districts identified as having a significant discrepancy. FFY2006 data indicate 0% of districts have a significant discrepancy with the suspension and expulsion of students with disabilities for greater than 10 days in a school year, compared to 3% of districts in FFY2005 and 7.3% of districts in FFY2004.

As indicated in Display 4-2 the State has demonstrated a pattern of improvement among LEAs identified as having a high rate of suspension and expulsions over 10 days. This improvement is largely due to the State's focus on system level supports to assist LEAs with policies and procedures to reduce the number of suspensions and expulsions (see Display 4-3).

Display 4-2: Percent of Districts Identified as Having a Significant Discrepancy

Display 4-3: LEAs that are Identified with a Significant Discrepancy are Required to Participate in the Following Actions:

Actions	Results
Desk audits of identified 3% LEAs discipline policies and procedures were conducted to ensure a continuation of administrative interventions prior to suspension and expulsion.	Policies that did not contain preventative procedures or guidance on a continuum of administrative interventions other then suspension and expulsion were modified.
Collaborated with USOE Comprehensive Guidance Section to make recommended changes to USOE Board Rule R277-609 Standards for School District, School and Charter School Discipline Plans. Mandating LEA/School Discipline Policies ensures a continuum of administrative interventions including components of school-wide PBIS.	Draft recommended changes presented to USOE Board in July 2007. Changes adopted into USOE Board Rule R277-609.
Began the process to include identified LEAs in USOE training platform for System-wide PBIS implementation.	One identified LEA made the arrangements with Utah's Behavioral Initiatives Project (UBI) to participate in the PBIS training platform.

Display 4-4: Number and Percentage of Districts that Corrected their Noncompliance.

FFY 2005	Percent of Districts Identified.	# of Programs Monitored	# of Districts which were corrected within 1 year	% of findings which were corrected within 1 year
	3%	3	3	100%

Response to OSEP Concerns
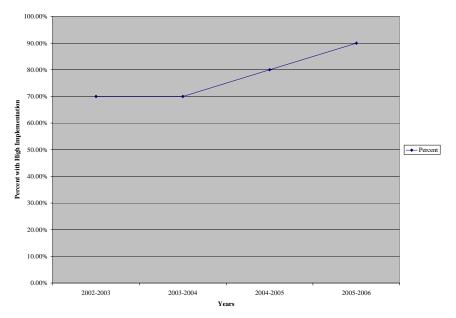
OSEP Concerns	Response
Provide actual numbers used in the calculation	See Display 4-1
If significant discrepancies occurred, describe how the SEA reviewed and if appropriate revised its policies, procedures and practices, relating to the development and implementation of IEPs, use of PBIS, and procedural safeguards**.**	See Display 4-3

Discussion of Improvement Activities Completed for FFY 2006:
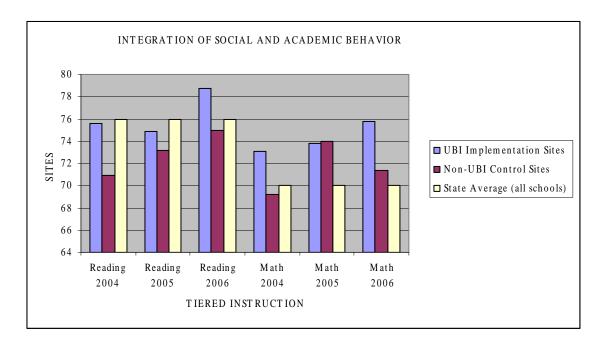
1. Enhance and expand Utah's Behavior Initiatives (UBI) in Utah. Continue to emphasize UBI trainings through adequate funding and training opportunities for districts and charter schools. Completed and ongoing.

   - UBI expanded in fall 2006 to include 3 additional district pilots with the system wide implementation of PBIS. This addition created a total of 13 districts on the training platform.

   - In 2006-2007 UBI conducted PBIS training platform for 67 schools within 13 districts on a continuum of behavioral interventions and supports. Fourteen trainings at both State and district level were held between August 2006 and June 2007 in which 7,504 participated.

   - Fall 2007 11 District level PBIS trainings were conducted for a total of 210 hours of training on universal, secondary, and individual research-based practices and interventions.

   - July 2006 UBI was awarded an Integration of School-based Mental Health grant through the U.S. Department of Education to further build a systematic State initiative for school mental health (SMH). The grant was designed to improve outcomes related to high risk youth in PBIS schools by: (1) developing training and resources to assist school staff with creating environments that support academic, social, and emotional learning for children with more intensive mental health and substance abuse needs (2) helping school staff to better identify and refer students who could benefit from mental health and substance abuse services (3) enhancing mechanisms for effective communication between schools and the mental health system to help better integrate quality mental health care for students into schools.

2. Build local capacity through partnership with Utah State Improvement Grant for UBI District Positive Behavioral Support Pilots. Expand the capacity of LEAs to support social and academic behavioral outcomes for students. Establish system to achieve better learning outcomes while preventing problem behaviors from occurring. Completed and ongoing.

   - The UBI Advisory Council gives technical assistance to allow large-scale implementation of both State-wide and district-wide PBIS. Four Advisory Council meetings were held between September 2006 and May 2007 in which four major universities, USOE, Utah Personnel Development Center (UPDC), and, LEAs attended. Four project outcome goals were established during the meetings: (1) connect academic and behavioral instruction and intervention (e.g. RTI) (2) coach both classroom and systems level supports to increase fidelity of implementation for intervention and instruction (3) develop and expand fidelity checks for at-risk and high-risk behavioral needs (4) plan for sustainability for schools and continue implementation of school-wide PBIS.

   - Sixteen identified UBI District Coaches provided a higher level of LEA technical support for schools implementing PBIS and maintained fidelity of implementation commensurate with State guidelines. UBI district coaches participated in a coaching network, which included monthly meetings, electronic correspondence and listserv participation, and conference attendance. Twelve coaching network meetings were held between July 2006 and June 2007.

   - Thirteen UBI LEA Leadership Teams actively coordinated implementation and sustainability efforts within their districts. The objective of the teams is to increase capacity in four primary areas: capacity, coaching capacity, evaluation, and coordination. The UBI LEA Leadership Teams met quarterly throughout 2006-2007 to establish a system that enables effective and efficient utilization of materials, personnel, and resources in the implementation of a 3-5 year action plan.

3. Develop a self assessment for districts to assess the continuum of behavioral supports for students struggling with emotional/behavioral difficulties. Completed and ongoing.

4. Review and revise State-wide Assistance Team (SWAT) process for students with the most severe behavior difficulties to ensure enhancing local capacity of LEAs to effectively enable these students to succeed in school. Completed.

- Provided technical assistance and comprehensive professional development for staffs working with individual students who exhibited patterns of problem behaviors. Involved was a process for functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based intervention strategies including a continuum of practices such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors. (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged and (3) procedures for monitoring, evaluation and reassessing of the plan as necessary.

5. Collaborate with USOE Data Warehouse to improve data collection. Assist with Education Data Exchange Network (EDEN) system coming online at USOE. Completed and ongoing.

- Meetings were held with USOE Clearinghouse staff to discuss EDEN and the potential impact on APR indicators.
- Established UBI on-line monthly data summary providing that State leadership team with monthly school level data on the following 5 data indicators: (1)# of office discipline referrals (2)# of minor classroom discipline actions (3)# of tardies (4)# on suspensions and (5)# of school-wide positives given to students. Data were shared during USOE Clearinghouse meeting to consider process for including into USOE Clearinghouse.

6. Evaluate the results of activities from 2006-2007 and determine additional activities based on those data. Completed and ongoing.

- Schools involved with the UBI project are required to conduct a School-wide Evaluation Tool (SET) two times a year (Fall & Spring). The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The UBI project has increased the percentage of target schools who are "high implementers" as demonstrated by SET results, consistent with elements required for systems change.

Percent with High Implementation by Year

- Efforts to integrate behavior and academic instruction at the school-wide and classroom level is best practice. Recent studies have demonstrated that there is a predictive relationship between academics and behavior in that success or proficiency in one domain predicts the success in the other. There has been an increased focus on the integration of PBIS with tiered instruction for literacy and numeracy. This has been identified by both evaluation of State criteria reference tests (CRT) and UBI Advisory Council.

INTEGRATION OF SOCIAL AND ACADEMIC BEHAVIOR

Category	UBI Implementation Sites	Non-UBI Control Sites	State Average (all schools)
Reading 2004	75.6	70.9	76.0
Reading 2005	74.8	73.2	76.0
Reading 2006	78.7	75.0	76.0
Math 2004	73.0	69.3	70.0
Math 2005	73.8	74.0	70.0
Math 2006	75.8	71.4	70.0

SITES — TIERED INSTRUCTION

- An evaluation of the Utah Behavior Initiatives (UBI) was conducted by ∑ndVision Research and Evaluation as part of a larger evaluation funded by the Utah State Improvement Grant. ∑ndVision, USOE, and Utah Personnel Development Center (UPDC) staffs worked together to design and conduct the evaluation. The evaluation was conducted using the Success Case Method (SCM), a collaborative approach used to identify factors that facilitate or hinder successful program implementation. Evaluators employed in-depth interviewing to study examples of schools that were implementing UBI well (Success Cases) and those that were struggling with UBI implementation (Non-Success Cases) with the goal of helping the UBI leadership team build on schools' successes and generate potential solutions for overcoming obstacles to implementation.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. ELIMINATE Collaborate with USOE Curriculum Department to improve and expand use of Life Skills Curriculum.	2005-2006 and ongoing	USOE Curriculum Staff, USOE Special Education Staff	The State determined that this was an inappropriate activity.
2. ELIMINATE Utilize RISEP data to determine rates of suspension and expulsion.	2006 through 2007	USOE Behavior Specialist, Safe and Drug Free Schools Coordinator, Safe and Drug Free Schools funds.	In FFY 2005 a report was obtained from USOE Safe and Drug Free Schools Coordinator and determined insufficient, lacking adequate data that can be applied to IDEA required data elements. This has been replaced by 618 data.
3. REVISED TIMELINE Collaborate with USOE Data Warehouse to improve data collection. Assist with Education Data Exchange Network (EDEN) system coming online at USOE.	2006 through 2011	USOE Special Education Staff, USOE Data Warehouse Staff	This activity warrants continued attention.
4. NEW Collaborate with USOE Comprehensive Guidance, programs for at risk students.	2007 through 2011	IDEA Discretionary Funds, USOE Comprehensive Guidance, USOE Behavior Specialist, UPDC Staff.	Working toward a common set of goals, including program implementation for at risk services, will expand proven practices to include a wider audience.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

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))

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	A. The percentage of students with disabilities inside the regular class 80% or more of the day will increase by 3% over previous school year, i.e., 50.14%. B. The percentage of students with disabilities inside the regular class less than 40% of the day will decrease by 3% over previous school year, i.e., 14.28% C. The percentage of students with disabilities in separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year, i.e., 3.52%

Actual Target Data for FFY 2006:

Display 5-1: Percent of Students with Disabilities in Various Settings

	5A	**5B**	**5C**
Total number of students	53,569	53,569	53,569
Number of students in this setting	27,129	8,472	1,780
Percentage of students in this setting	50.64%	15.82%	3.32%
Met Target	Yes	No	Yes

The target of 50.14% for 5A was met.

The target of 14.28% for 5B was not met.

The target of 3.52% for 5C was met.

Indicator 5 data are based on the 618 data as required by IDEA.

Valid and Reliable Data:

December 1 Child Count and FAPE data are submitted electronically to the USOE Clearinghouse. The data are then returned to the LEAs for verification. Data go through an error check system at the Clearinghouse to ensure annual accuracy and consistency of the data. Data analysis is conducted by various USOE members to ensure data are reported accurately. The consistency of data from year to year serves as an additional validation.

Explanation of progress or slippage that occurred for FFY 2006:
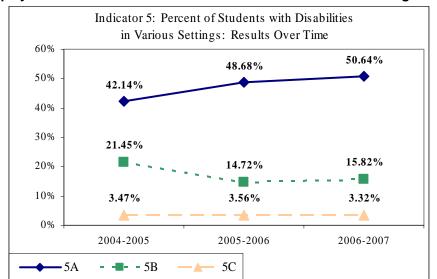
As indicated in Display 5-2, from FFY 2004 to FFY 2006, significant progress has been made on the percentage of students in the regular classroom 80% or more of the day. The percentage of students in separate facilities and in separate classrooms has decreased over 3 years time.

Display 5-2: Percent of Students with Disabilities in Various Settings

Setting	2004-2005 (FFY 2004)	2005-06 (FFY 2005)	2006-07 (FFY 2006)
Number of students with disabilities	52,619	53,064	53,569
5A. Inside the regular class 80% or more of the day	42.14% (N=22,174)	48.68% (N=25,830)	50.64% (N=27,129)
5B. Inside the regular class less than 40% of the day	21.45% (N=11,289)	14.72% (N=7,809)	15.82% (N=8,472)
5C. Served in public or private separate schools, residential placements or homebound or hospital places	3.47%* (N=1,826)	3.56% (N=1,893)	3.32% (N=1,780)

* The data submitted in the February 2007 SPP were incorrect for setting C. They have been corrected in the SPP, and the data in this APR are the correct numbers.

Display 5-3: Percent of Students with Disabilities in Various Settings

Indicator 5: Percent of Students with Disabilities
in Various Settings: Results Over Time

	2004-2005	2005-2006	2006-2007
5A	42.14%	48.68%	50.64%
5B	21.45%	14.72%	15.82%
5C	3.47%	3.56%	3.32%

The progress that occurred in 5A and 5C is highly attributed to the collaboration between general and special education. The continuous informal and formal interaction and professional development activities have enhanced the working relationships of general and special educators and have aligned goals for success of all students.

The slippage in the 5B target data from 2005-06 to 2006-07 was based on increased clarification of environment codes which resulted in more accurate reporting. LEAs now have a better understanding of environment codes and student placement.

Discussion of Improvement Activities Completed for FFY 2006:

1. Provide technical assistance to LEAs on data collection. Completed and ongoing.

2. Collaborate to provide State-wide conferences for all educators regarding classroom management, instruction, school-wide and targeted interventions to support students in LRE. Completed and ongoing.

    - State-wide professional development, in collaboration with general education, was provided in the following areas:
        - Response to intervention (RtI)
        - DIBELS, progress monitoring, screening
        - Assessments, informal and formal
        - Interventions for struggling readers
        - Behavior strategies
        - Tiered instruction
        - ELL instruction
        - Math and science instructional strategies
    - Participants included general and special educators, administrators, parents, Title I schools, secondary and elementary educators, totaling 9,349.

3. Collaborate on program development of tiered instruction for all educators to support students in LRE. Completed and on going.

   - A tiered-instruction framework was developed to support students in LRE.
     - Special educators and general educators reviewed and recommended instructional/intervention materials for classroom teachers.
     - USOE staff participated with CORE Academy leaders to develop instructional goals for math and science.
     - Instruction/intervention materials were listed on the USOE website and in the 3-Tier reading document.

4. An ad hoc committee of USOE, staff of special school for students with sensory impairments and district representatives will be formed to clarify roles, responsibilities and provide direction for professional development for staff at service unit. Completed.

5. Additional technical assistance will be provided to the special school for students with sensory impairments. Completed.

6. Participate with general curriculum staff to develop a State-wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for students. Completed.

   - A State-wide literacy instructional framework with targeted interventions and assessments was developed.
   - State training module was developed through collaboration of Elementary Curriculum Coordinator, Title 1 and Special Education Specialists.
   - State Literacy Specialists were provided with professional development and related materials in May 2007.

7. Provide IDEA discretionary funds to LEAs to enhance services for students in LRE. Completed and ongoing.

   - LEAs were provided with funding to improve literacy instruction.
     - Model school sites were provided continued funding to collaborate and provide models for literacy instruction for all students.
     - LEAs were awarded funding to create and maintain collaboration with general education in literacy instruction for all students.
       - 30 LEAs were awarded an average of $4000 each.

8. Collaborate in the publication of a technical assistance document for all educators which describes the State-wide framework for literacy instruction. Completed.

   - Utah State Board of Education gave final approval to technical assistance document (Utah's 3 Tier Model of Reading Instruction) April 2007.
   - An electronic version is posted on UPDC, USOE & MPRRC websites for public access.
     - 1500 paper and CD copies were printed and distributed.
     - Training module is on-line.

9. Collaborate with Comprehensive Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities. Completed and ongoing.

- Collaborated with Comprehensive Guidance to train educators in behavior management strategies and targeted interventions.
  - Behavior coaches provided professional development to general and special educators on Utah's Behavior Initiative (UBI), incorporating Positive School-wide Behavior strategies.
    - 67 schools.
    - 13 school districts
    - Youth In Custody State program

10. Provide to LEAs a summary of LRE data to be used in self-assessment and verification portions of the UPIPS monitoring process. Completed and ongoing.

- LEAs were provided with a summary of LRE data for self-assessment and verification portions of the UPIPS monitoring system.
- LEAs received a summary of their annual data.
- Data were compared to the State data.
- LEAs used the data during their self-assessment process.
- Utah reviewed LRE data annually.

11. Monitor to verify that an indicated slippage was indeed the result of correcting a data problem. Completed and ongoing.

12. Continue to monitor the data to determine additional activities that will result in meeting targets. Completed and ongoing.

13. Provide technical assistance to special school for students with sensory impairments. Completed and ongoing.

- Monthly Blind and Visually Impaired and Deaf and Hard of Hearing roundtables were conducted.
- Conferences on deaf education and interpreters were held.
- Site visits or teleconferences were conducted.

14. Data collection and input procedure clarified with special school for students with sensory impairments. Completed and ongoing.

- Monthly contact with special school
- Data reviewed on a regular basis to assure accuracy
- Summary of data shared with special school
- Data compared to previous year's data

15. Evaluate the results of activities and determine additional LRE needs based on those data. Completed and ongoing.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. REVISED TIMELINE An ad hoc committee of USOE, staff of special school for students with sensory impairments and district representatives will be formed to clarify roles, responsibilities and provide direction for professional development for staff at service unit.	September, 2005 through June, 2007	USOE Staff, Special School Staff	The ad hoc committee has completed its work.
2. REVISED TIMELINE Participate with general curriculum staff to develop a State-wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for students.	August, 2005 through August, 2006	USOE Staff, UPDC Staff	Document was developed.
3. REVISED TIMELINE Collaborate in the publication of a technical assistance document for all educators which describes the State-wide framework for literacy instruction.	August, 2005 through June, 2007	USOE and UPDC staff, IDEA Discretionary Funds	The framework has been developed, approved, and is being implemented in the State.
4. NEW Provide technical assistance to special school for students with sensory impairments.	2006 through 2011	USOE Staff	This activity was added and completed during 2006-07 because the State felt it was an appropriate activity.
5. NEW Data collection and input procedure clarified with special school for students with sensory impairments.	2006 through 2011	USOE Staff and Special School Staff	This activity was added and completed during 2006-07 because the State felt it was an appropriate activity.

6. NEW Form a Utah School for the Deaf and Blind Legislative Workgroup to update the Utah Code for the Utah School for the Deaf and the Blind (USDB). • Identify work committees. • Identify outdated sections of the code. • Establish time line. • Provide final product/code changes to State Legislature	August, 2007 through May, 2009	USOE Staff, Special School Staff, State legislators, State School Board Members, District Representatives, Stakeholders for Deaf, Blind & Deafblind	Outdated code language restricts LRE.
7. NEW Collaborate with Title I School Improvement Process. • Meet with Title 1 State School Improvement Team to assess needs • Identify collaborative areas • Identify professional development needs • Develop cross functional teams for LEA access	July, 2007 through 2011	Title 1, Alternative Language Services, Special Education, Teacher Certification	To prevent disproportionality, ensure identification of students in need of specialized instruction, enable schools in need of improvement research based instructional strategies and consistent professional development opportunities to impact graduation rates. Supports indicators 1, 2, and 3.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 7- Percent of preschool children 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))

Overview of Issue/Description of System or Process:

In 2005 preschool stakeholders met to develop a system to collect preschool outcomes. The stakeholders reviewed many options and chose to adopt the process developed by the OSEP funded, Early Childhood Outcome Center (ECO). Working with the ECO Center, some minor non-substantive modifications were made to the Child Outcome Summary Form retaining the ECO process in tact. Utah Preschool Outcomes Data (UPOD) has been renamed but the process, resources, rubrics, guidelines, training, materials, and definitions are the same as developed by the ECO Center. The UPOD process is described in the paragraphs below.

Methods used for data collection:
- The U-POD form is a State-wide form to be kept in a student's file until exiting the preschool program. (The form has been renamed but the process and definitions are the same as developed by the ECO Center.)
- LEAs selected the data sources that are used to collect preschool outcome data.
- LEAs submitted a list of data sources that may be used to collect data to Utah State Office of Education. That documentation is kept with the UPIPS monitoring off-site data information.
- A team determines student ratings on each outcome using the rubric developed and defined by the ECO Center.
- Team members who determine the student ratings are documented on the UPOD form.
- The team documents data sources used to determine student rating on the UPOD form.

Data Collection:
- Data collection for all students will be documented using the State form, Utah Preschool Outcomes Data (UPOD), and retained in the students' files.
- Categories 6 and 7 on the preschool outcomes scale define typical or same age peers.
- There are two points of data collection. Data collection periods will be within 6 weeks of eligibility and when the student exits the preschool special education program.
- Exit Data will start in FFY 2007 and will be collected from all students who exit the preschool special education program if the student is in the program at least 6 months.
- Since there are 7 points on the UPOD rating scale, data will be translated using the ECO calculator, to reflect the 5 OSEP categories.
- LEAs report entry and exit data every June 30th to Utah State Office of Education.
- The UPOD process will be validated during the UPIPS monitoring system's on-site file review. UPOD questions have been added to the UPIPS monitoring system. When LEAs are monitored for compliance, the UPOD process can be assessed.
- 2005-2006 "Entry" data were collected from all LEAs on students entering the programs from July 1, 2006 to September 30, 2006.

Discussion of Baseline/Progress Data:
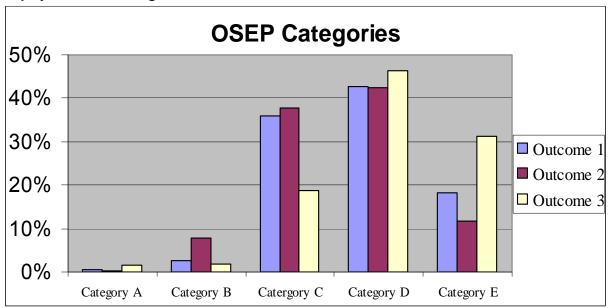
The data below show the progress data for all children who entered the Early Childhood Special Education Preschool Program (ECSE Preschool Program) after August 1, 2006 and exited during the 2006-07 reporting period, who had both entry and exit data and participated in the ECSE Preschool Program for at least 6 months. As shown in Display 7-1 when combining all categories except category A, data indicate that between 98-99% of exiting children improved their functioning or maintained their functioning at a level comparable to same-age peers in a given outcome area in the three outcomes.

Display 7-1: Percent of Children in Each Reporting Categories

OSEP Reporting Category	Positive Social Skills		Acquisition and Use of Knowledge & Skills		Use of Behaviors to Meet Needs	
	Outcome 1 Number of Children	Outcome 1 Percentage	Outcome 2 Number of Children	Outcome2 Percentage	Outcome 3 Number of Children	Outcome 3 Percentage
A: Children who did not improve functioning	2	0.41%	1	0.21%	8	1.68%
B: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	13	2.70%	38	7.88%	9	1.89%
C: Children who improved functioning to a level nearer to same-aged peers but did not reach it	173	35.89%	182	37.76%	95	18.70%
D: Children who improved functioning to reach a level comparable to same-aged peers	206	42.74%	205	42.53%	221	46.43%
E: Children who maintained functioning at a level comparable to same-aged peers	88	18.26%	56	11.62%	149	31.30%
Total	N =482	100%	N =482	100%	N=482	100%

Each of the OSEP Categories are broken out in Display 7-2. The data indicate that the majority of the children exiting the Early Childhood Special Education Preschool programs were in Category D, which is "Children who improved functioning to reach a level comparable to same-aged peers."

Display 7-2: OSEP Categories

FFY	Measurable and Rigorous Targets
2005 **(**2005-2006)	Entry Data submitted by all LEAs.
2006 (2006-2007)	Targets to be determined in 2010.
2007 (2007-2008)	Targets to be determined in 2010.
2008 (2008-2009)	Targets to be determined in 2010.
2009 (2009-2010)	Targets to be determined in 2010.
2010 (2010-2011)	Targets to be determined in 2010.

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Provide a State-wide preschool conference that includes a session on Preschool Outcomes Data (UPOD) process.	October 2006 Completed	619 Preschool Coordinator and UPDC Preschool Specialist
Develop USOE preschool website to provide UPOD resources and links to the ECO website.	September 2006 Completed	619 Preschool Coordinator and UPDC Preschool Specialist

Develop UPOD form	September 2006 Completed	619 Preschool Coordinator LEA preschool stakeholder group
Develop UPOD training	November 2006 Completed	619 Coordinator ECO Center
Collect pre-test data on students entering ECSE preschool in 2005-2006.	June 2006 Completed	619 Preschool Coordinator and UPDC Preschool Specialist
Provide trainings for individual LEAs throughout the State on the UPOD system and process.	June 2006 Completed	619 Preschool Coordinator and UPDC Preschool Specialist
Develop a new system to collect student outcome data. • Use ECO calculator to collect data. • Develop a web based system to collect data.	September, 2006 through June, 2009	Part B 619 Coordinator, USOE Staff, UPDC staff, and ECO Center,
Provide regional trainings for all preschool coordinators on UPOD process. • Schedule four regional trainings. • Provide four regional trainings.	August, 2007through December, 2007	619 Preschool Coordinator
Train on the UPOD process.	September, 2006 through 2011	619 Preschool Coordinator and UPDC Preschool Specialist
Continue to update the UPOD process. • Update USOE website with newest UPOD information • Develop new materials to support the UPOD process	September, 2006 through 2011	619 Preschool Coordinator USOE Web Manager
Provide UPOD training at State-wide conferences. • Mentor Conference • Preschool Conference	June, 2007 through 2011	619 Preschool Coordinator and UPDC Preschool Specialist
Provide training on the UPOD process to the Utah Parent Center (UPC). • Schedule a date to provide training to the UPC staff • Provide the training	June, 2008	619 Preschool Coordinator
Monitor selected districts on the UPOD process yearly. • Develop questions to add to the UPIPS file review • Use monitoring data to identify specific training needs	June, 2006 through 2011	UPIPS monitoring team and 619 Preschool Coordinator
Link with the ECO Center for additional resources and technical assistance. • Participate in conference calls provided by the ECO Center	September, 2006 through 2011	619 Preschool Coordinator and UPDC Preschool Specialist

Part B State Annual Performance Report (APR) for FFY 2006

Monitoring Priority: FAPE in the LRE

Indicator 8: 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))

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.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	91% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for FFY 2006:

Display 8-1: Percent of Parents who Report that the School Facilitated their Involvement as a Means of Improving Services and Results for Children with Disabilities.

	FFY2006
# of parents who returned a survey	736
# of parents who report that the school facilitated their involvement	615
% of parents who report that the school facilitated their involvement	**83.6%**

The target of 91% was not met. While the target was not met, the results of FFY2006 are still very strong at 84%.

The USOE employed a sampling methodology to gather data for this indicator. The sampling methodology is based on the monitoring cycle. Data on this indicator were collected from those LEAs in year 2006-07 of the monitoring cycle plus the four LEAs that have an enrollment of more than 50,000 students. A stratified random sample of LEAs is included in each year of the monitoring cycle. In assigning LEAs to the monitoring cycle, LEAs were stratified by size, percent special education, percent free/reduced lunch, percent non-white, and geographical location. LEAs were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique conformation of Utah's 40 school districts, there are four districts of 50,000+ students. Four of the five cohorts for monitoring contain one of these very large districts, and the fifth contains two districts with enrollments of at least 25,000 students.

(However, these four large LEAs will be sampled each year for this indicator.) Each of the five cohorts also includes districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum.

Parents of students within each of these selected LEAs were then sampled. Students in the selected clusters or LEAs with fewer than 100 special education students were sampled with certainty. For each of the other LEAs, the sample size calculator at *www.surveysystem.com/sscalc.htm* was used to determine the minimum sample size which would provide an estimate within a range of plus or minus 5% at a 95% confidence level, as recommended by the U.S. Department of Education. Students within these LEAs were stratified by disability and ethnic status, and certain strata were selected with certainty or over sampled to obtain reliable estimates.

A sample of 3,665 was selected. A questionnaire was mailed to the parents of these 3,665 selected students; 736 parents responded for a response rate of 20.08%. Please see Appendix B for the questionnaire.

The "Parent Involvement Percentage", i.e., the percent of parents who report that the school facilitated their involvement, is based on 11 of the 35 survey items. Parents who answer positively to 70% or more of these 11 items are said to have met the indicator. Display 8-2 shows the subset of questions used to collect these data. The parents who responded included parents of preschool-aged children as well as parents of K-12 students. Thus, the parent involvement percentage score includes parents of children ages 3-21.

Display 8-2: Questions Used to Collect Indicator 8 Data

Question Number	Question
1	Did you receive a copy of your procedural safeguards (parent's rights)?
3	If you speak a language other than English, does the school communicate with you in that language?
6	Did the evaluation team listen to and consider your input?
7	Were you invited to a meeting to discuss the results of your child's evaluation?
8	Was the IEP meeting scheduled at a mutually agreeable time?
14	Did you feel the team asked for and used your input on goals and objectives for your child's IEP?
26	Do you receive periodic reports on your child's progress toward IEP goals?
31	Does the school empower you to have a positive effect on the quality of your child's program?
32	Does the school facilitate opportunities for you to provide input about your child's education other than at IEP meetings?
33	Is there a school-home communication system in place that provides you the opportunity to exchange important information about your student as often as necessary?
34	Does your school facilitate your involvement as a means of improving services and results for your child with disabilities?

Valid and Reliable Data:

The results are reliable and valid because first of all, a representative sample of LEAs and parents were chosen to complete the survey. Secondly, the representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of the entire sample. This comparison indicates the results are generally representative by gender, race/ethnicity, age of student, and disability. Parents of Caucasian students (24%) were slightly more likely to respond than parents of Hispanic students (10%) and parents of Native American students (12%). Further, parents of students age 3-5 were slightly more likely to respond (26%) than parents of students in elementary school (20%) and than parents of students in secondary school (18%). However, even given these differential response rates, a large enough number of parents from each demographic group responded to the survey in order to arrive at an overall State score that is representative of all students in the sample and in the population. Response rates varied somewhat by LEA, but the results were weighted to take into account both the differential response rate and the differential sampling weights.

Explanation of Progress or Slippage that occurred for FFY 2006:

As indicated in Display 8-3, parents who completed the survey in 2006-07 were less likely to say the school facilitated their involvement than parents who completed the survey in 2005-06. Results have been disaggregated to attempt to determine the reason for this decrease. Data were disaggregated by gender, primary disability category, age, LEA, and race/ethnicity. In most all categories, the results decreased from FFY2005 to FFY2006, so the decrease could not be isolated to one or two groups of parents. Follow-up activities with the LEAs will take place to ensure that they are making a concerted effort to involve parents in their children's special education services.

Display 8-3: Percent of Parents who Report that the School Facilitated their Involvement as a Means of Improving Services and Results for Children with Disabilities Over Time.

	FFY2005	FFY2006
# of parents who returned a survey	593	736
# of parents who report that the school facilitated their involvement	540	615
% of parents who report that the school facilitated their involvement	**91.1%**	**83.6%**

Response to OSEP Concerns

In the June 2007 letter, OSEP expressed concern about the sampling methodology. Since then, the USOE submitted a clarification of their sampling design to OSEP so that it was more thoroughly explained than what was in the SPP. This design was approved in December 2007.

Discussion of Improvement Activities Completed for FFY 2006:

1. Administer parent survey. Completed and ongoing.
   - The parent survey was disseminated to selected parents during the Spring of 2007.
   - Responses were collected by mail until December of 2007.

2. Collect, record, and aggregate data from parent survey. Completed and ongoing.
   - Survey responses, when received by mail through December 2007, were entered into an Excel database, which was designed to record all responses by responder, as well as data regarding the responder's LEA and student demographics.
   - USOE support staff were trained in the data input process as well as in confidentiality procedures.
   - Data were randomly verified by a second USOE support staff member.

3. Compare data collected to sampling plan to ensure adequate sample size and address issue of non-responders, if applicable. Completed and ongoing.
   - Characteristics of respondents were compared to characteristics of nonrespondents to ensure representativeness of respondents. Response rates were examined by districts to make sure an adequate number of respondents from each district responded.

4. Analyze data to determine areas that need improvement and areas of commendation. Completed and ongoing.
   - Data are disaggregated annually by LEA, gender, primary disability, ethnicity, and age.
   - In general, decreases were seen in each category during FFY 2006, including the four large districts which are surveyed annually.
   - This information will be shared with LEAs to determine what types of improvement activities can take place at the local level.

5. Report data analysis results to LEAs annually. Completed and ongoing.
   - Results were provided to each surveyed LEA by email in February 2007. Results were also included in the APR data report, which was included with their determination letter on October 1-3, 2007.
   - Results were discussed with LEAs during the following State-wide LEAD meeting, giving LEAs an opportunity to ask questions.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. REVISED Compare data collected to sampling plan to ensure adequate sample size and address issue of non-responders, if applicable through follow-up phone surveys with some non-responders. - Select a random stratified sample of 200 nonrespondents. - Call these nonrespondents	2007 through 2011	USOE staff, contract personnel	Follow-up phone surveys will be conducted to make sure that the non-respondents do not have different attitudes than the respondents.

and ask them the 11 key questions. • Compare phone survey results to mail-in survey results.			
2. REVISED TIMELINE - Facilitate a focus group of LEAs and Utah Parent Center to determine effective maintenance strategies, effective practices and areas for improvement. • Identify representatives from LEAs and the UPC. • Schedule meetings during April, May, and June • Review data results and determine strategies for improvement.	Spring, 2008 and ongoing through 2011 (as needed)	USOE staff	The meeting was delayed due to not having results by Fall 2007. While areas of improvement have been identified during the data analysis, the focus group will be used to determine effective practices to target those areas.
3. REVISED TIMELINE - Disseminate effective maintenance strategies and effective practices to LEAs. • Provide information from focus group to LEAs during State meetings, including USEAM, Charter School Roundtables, and other trainings. • Develop an evaluation method to determine effectiveness of strategies.	Spring-Summer 2008 and ongoing through 2011 (as needed)	USOE staff	As a result of the focus group being delayed, this activity was postponed until the meeting is held.
4. REVISED TIMELINE - Establish and publish performance objectives for the items which fall below the State average or target. • Develop performance objectives during the focus group meetings. • Publish performance objectives on the USOE website. • Disseminate performance objectives during State meetings and with APR determination letters.	Spring-Summer 2008 and ongoing through 2011	USOE staff	As a result of the focus group being delayed, this activity was postponed until the meeting is held.

Part B State Annual Performance Report (APR) for FFY 2006

Monitoring Priority: Disproportionality

Indicator 9: Percent 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)(A))

Measurement:
Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divide by the (# of districts in the State)] times 100.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%

Actual Target Data for FFY 2006:

Display 9-1: Percent of LEAs with Disproportionate Representation that is the Result of Inappropriate Identification

	Under-representation	Over-representation
Total # of LEAs	91	91
# of LEAs flagged for potential disproportionate representation	1	3
% of LEAs flagged for potential disproportionate representation	1.1%	3.3%
# of LEAs found to have disproportionate representation due to inappropriate identification	0	0
Percent of LEAs that had disproportionate representation due to inappropriate identification	**0.0%**	**0.0%**

The target of 0% was met.

The USOE collects data for Indicator 9 through the State December 1 Child Count (618 data). The USOE calculates a Weighted Risk Ratio and an Alternate Risk Ratio based on the identification rate for each racial/ethnic group at each LEA. Thus, all data for all racial/ethnic groups in the State are examined. A "Final" Risk Ratio is determined only if there are 10 or more students in the group of interest (based on child count data). If there are also 10 or more students in the comparison group, then the Weighted Risk

Ratio serves as the Final Risk Ratio. If there are fewer than 10 students in the comparison group, then the Alternate Risk Ratio is used. This process is based on WESTAT guidelines.

Disproportionate representation is defined as a Final Risk Ratio of 3.0 or above (over-representation) or .30 or below (under-representation). Once a ratio is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Display 9-2: Cut-Scores for Flagging the LEAs for Possible Inappropriate Identification

Level	Final Risk Ratio (Weighted or Alternate)
Over-Representation	3.0 and up
Under-Representation	.30 and below

A careful review of each of the three LEAs that were at or above the cut-score of 3.0 for over-representation and for the one LEA at or below the cut-score of .3 for under-representation was conducted. The review procedures included having each LEA that was flagged complete a Self-Assessment Tool developed by the State of Kansas Department of Education. The Self-Assessment Tool guided each LEA through a review of their policies, procedures and practices to help them verify that there was no over- or under-disproportionate representations in any disability category or racial or ethnic population due to inappropriate identification. A review of each LEA's policy and procedures manual was also conducted, along with using UPIPS monitoring data including student files, evaluation and identification procedures, and interviews with teachers, administrators, parents and students. It was determined that none of the LEAs had disproportionate representation based on inappropriate identification.

Display 9-3: Final Risk Ratios that were Flagged by LEA

LEA	Racial/Ethnic Group	Number of SWD in racial/ethnic group	Number of SWD in other racial/ethnic groups	Final RR
1	White	104	1	5.00
2	Native American	42	435	4.63
3	White	10	3	3.48
4	White	15	4	0.25

Valid and Reliable Data:

The December 1 Child count data have proven over time to be the most accurate of the USOE data collections in the Data Clearinghouse. The Edit Checks at entry into the clearinghouse database require the districts and charter schools to have carefully reviewed their own data before submission. Error checks send the data back to the LEA for correction. After the errors have been corrected, and the data are received, a sign off sheet from each LEA is required to verify accuracy of their child count. The Kansas Self-Assessment Tool added strength to our review process of the policies, procedures and practices previously accomplished only through our monitoring process. This Assessment Tool assisted all flagged districts and charter schools to carefully review, and then certify that they have policies in place and are following correct procedures and practices to insure no inappropriate identification, evaluation, or placement of any racial or ethnic populations takes place in their district or charter school.

Explanation of Progress or Slippage that occurred for FFY 2006:

As indicated in Display 9-4, the State **maintained a 0% rate**. Thus, for two years, no LEAs have had disproportionate representation due to inappropriate identification. Please note that in 2005-06, different cut-scores were used to flag LEAs for potential disproportionate representation. A cut-score of 1.5 was used for over-representation; a cut-score of .5 was used for under-representation. This is the reason for the larger number of LEAs flagged in 2005-06 than in 2006-07. However, in both years, none of the flagged LEAs were deemed as having inappropriate identification procedures.

The USOE determined that such a low cut-off score in 2005-06 was resulting in many false positives. In fact, none of the LEAs that were flagged had faulty identification policies and procedures; the conclusion of all investigations was that the LEAs were making appropriate identifications. Often the risk ratio between 1.5 - 2.5 was due to small numbers of students in the various racial/ethnic groups. With small numbers of students, the identification rates are often a result of the idiosyncrasies of that particular group of students and not the result of any policies and practices of the LEA. As such, the USOE changed the cut-scores as indicated above.

Display 9-4: Percent of LEAs with Disproportionate Representation that is the Result of Inappropriate Identification

	FFY2005	FFY2006
Total # of LEAs	72	91
# of LEAs flagged for potential disproportionate representation – Over-representation	36	3
# of LEAs found to have disproportionate representation due to inappropriate identification – Over-representation	0	0
Percent who had disproportionate representation due to inappropriate identification – Over-representation	**0.0%**	**0.0%**
# of LEAs flagged for potential disproportionate representation – Under-representation	0	1
# of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation	0	0
Percent who had disproportionate representation due to inappropriate identification – Under-representation	**0.0%**	**0.0%**

Response to OSEP Concerns

In Utah's June 2007 SPP/APR Response Table, OSEP specified that the State must indicate that it examined data for all race and ethnicity categories in the State in identifying LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. As represented in this indicator, the State examines data for all race and ethnicity categories in the State.

Discussion of Improvement Activities Completed for FFY 2006:

1. Using a review of policies and procedures as well as monitoring data, determine if the disproportionality could be the result of inappropriate identification practices. Completed and ongoing.
   - Kansas Self Assessment Tool was administered to all flagged LEAs.
   - Monitoring data for flagged LEAs was reviewed.

2. Provide training to identified LEAs on evaluation and eligibility determination procedures. Completed and ongoing.
   - State-wide Special Education Law Conference
   - Training on New State Special Education Rules

3. Continue to collect, disaggregate, and compare 618 data. Completed and ongoing.
   - December 1, 2007 Child Count collection was completed and disaggregated.
   - Compare to determine differences in 2006 and 2007 Child Counts and Environments.
   - Reports were completed December 2007.

4. Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionality. Completed and ongoing.
   - Self Assessment was sent to ALL flagged LEAs.
   - Results of Self Assessment reviewed.
   - UPIPS Monitoring data were flagged for districts.

5. Provide follow up technical assistance and/or sanctions based on identification of policies, procedures, and practices that lead to inappropriate identification. Completed and ongoing.
   - No LEAs needed technical assistance and/or sanctions

6. Collaborate to provide State-wide conferences for all educators regarding classroom management, instruction, school-wide and targeted intervention to support students in LRE. Completed and ongoing.

7. Collaborate on program development of tiered instruction for all educators to support students in LRE. Completed and ongoing.

8. Participate with general curriculum staff to develop a State-wide framework for literacy instruction, including targeted interventions and assessments, to ensure LRE for students. Completed.

9. Add the Self-Assessment Tool developed by the Kansas Department of Education to Utah's review process of policies, procedures, and practices. Completed.

10. Ensure that the new Self-Assessment Tool included a component that directs LEAs to develop a corrective action plan if they are not in compliance with this indicator. The non-compliance must be corrected within one year from the date of the completion of the Assessment Tool. Completed.
   - Self assessment Tool gave all LEAs the opportunity to review Policies and Procedures of identification, evaluation, and placement of students with disabilities.
   - Self assessment also gave LEAs the opportunity, if needed, to develop a corrective action plan if noncompliance was found.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. REVISED TIMELINE Participate with general curriculum staff to develop a State-wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for students.	August, 2005 through June, 2007	USOE and UPDC Staff	The framework has been developed, approved, and is being implemented in the State.
2. NEW Add the Self-Assessment Tool developed by the Kansas Department of Education to Utah's review process of policies, procedures, and practices.	Fall, 2007	USOE Staff and KSDE Staff	This tool provides additional evidence that Districts and Charter Schools are using correct policies and procedures in the identification, evaluation, and placement of students with disabilities in Utah. It also helps determine if inappropriate identification is the cause of any disproportionate representation in any disability categories or ethnic population in Utah's districts and charter schools.
3. NEW Ensure that the Self-Assessment Tool included a component that directs LEAs to develop a Corrective Action Plan if they are not in compliance with this indicator. The non-compliance must be corrected within one year from the date of the completion of the Assessment Tool.	Fall, 2007	USOE Staff	This activity was added and completed during 2006-2007 because the State felt it consistent with the requirements of UPIPS process.

Part B State Annual Performance Report (APR) for FFY 2006

Monitoring Priority: Disproportionality	

Indicator 10- Percent 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))

> **Measurement:** Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of district in the State)] time 100.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%

Actual Target Data for FFY 2006:

Display 10-1: Percent of LEAs with Disproportionate Representation that is the Result of Inappropriate Identification

	Under-representation	Over-representation
Total # of LEAs	91	91
# of LEAs flagged for potential disproportionate representation in specific disability categories	5	12
% of LEAs flagged for potential disproportionate representation in specific disability categories	3.3%	13.2%
# of LEAs found to have disproportionate representation due to inappropriate identification in specific disability categories	0	0
Percent of LEAs that had disproportionate representation due to inappropriate identification	**0.0%**	**0.0%**

The target of 0% was met.

The USOE collects data for Indicator 10 through the State December 1 child count (618 data). The USOE calculates a Weighted Risk Ratio and an Alternate Risk Ratio based on the identification rate for each racial/ethnic group at each LEA. Thus, all data for all racial/ethnic groups in the State are examined. A "Final" Risk Ratio is determined only if there are 10 or more students in the group of interest (based on child count data). If there are also 10 or more students in the comparison group, then the

Weighted Risk Ratio serves as the Final Risk Ratio. If there are fewer than 10 students in the comparison group, then the Alternate Risk Ratio is used. This process is based on WESTAT guidelines.

Disproportionate representation is defined as a Final Risk Ratio of 3.0 or above (over-representation) or .30 or below (under-representation). Once a ratio is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Display 10-2: Cut-Scores for Flagging the LEAs for Possible Inappropriate Identification in Specific Disability Categories.

Level	Final Risk Ratio (Weighted or Alternate)
Over-Representation	3.00 and up
Under-Representation	.30 and below

A careful review of each of the twelve LEAs that were at or above the cut-score of 3.0 for over-representation and for the five LEA's at or below the cut-score of .3 for under-representation was conducted. The review procedures included having each LEA that was flagged complete a Self-Assessment Tool developed by the State of Kansas Department of Education. The Self-Assessment Tool guided each LEA through a review of their policies, procedures and practices to help them verify that there was no over- or under-disproportionate representations in any disability category or racial or ethnic population due to inappropriate identification. A review of each LEA's policy and procedures manual was also conducted, along with using UPIPS monitoring data including student files, evaluation and identification procedures; and interviews with teachers, administrators, parents and students. It was determined that none of the LEAs had disproportionate representation of racial and ethnic groups in specific disability categories based on inappropriate identification.

Display 10-3: Racial and Ethnic Group; Specific Disability Categories; and Risk Ratios that were Flagged by LEA

LEA	Racial/Ethnic Group	Disability	Number of SWD in racial/ethnic group	Number of SWD in other racial/ethnic groups	Final RR
1	White	ID	66	8	3.51
2	Native American	SLD	18	63	3.10
3	White	AUT	158	20	4.24
4	Black	ED	21	465	4.60
5	White	AUT	22	2	3.28
5	Hispanic	SLD	59	132	3.21
6	White	AUT	50	7	3.05
7	White	AUT	77	26	3.20
8	Native American	SLD	159	32	3.38
9	Native American	SLD	37	309	5.89
10	White	AUT	17	0	3.73
11	White	AUT	21	0	3.11
12	White	AUT	94	1	*277.11
13	White	ED	14	5	0.23

3	Asian	ED	11	523	0.27
3	Hispanic	AUT	12	166	0.21
14	Hispanic	ED	12	65	0.23
15	White	SLD	10	1	0.24
16	White	SLD	11	1	0.30

* One of the State's charter schools, number 12 on the chart, shows an extraordinarily high Risk Ratio (277.11). The reason for this is founded in their original charter. The school opened as a special education charter school focusing on students with autism. It was determined that, as a public charter school, they could not enroll only students with autism. As a result, students with other disabilities were enrolled as well as students without disabilities. The charter school still has a very high enrollment of students with autism. The State will continue to monitor disproportionality and work proactively with the charter school.

Valid and Reliable Data:

The December 1 Child Count data has proven over time to be the most accurate of the USOE data collections in the Data Clearinghouse. The Edit Checks at entry into the clearinghouse database require the districts and charter schools to have carefully reviewed their own data before submission. Error checks send the data back to the LEA for correction. After the errors have been corrected, and data received, a sign off sheet from each LEA is required to verify accuracy of their child count. The Kansas Self-Assessment Tool added strength to our review process of the policies procedures and practices previously accomplished only through our monitoring process. This Assessment Tool assisted all flagged districts and charter schools to carefully review, and then certify that they are following correct procedures and practices, and have policies in place to insure no inappropriate identification, evaluation, or placement of any racial or ethnic populations takes place in their district or charter school.

Explanation of Progress or Slippage that occurred for FFY 2006:

As indicated in Display 10-4, USOE maintained a 0% rate. Thus, for two years, no LEAs have had disproportionate representation due to inappropriate identification. Please note that in 2005-06, different cut-scores were used to flag LEAs for potential disproportionate representation. A cut-score of 1.5 was used for over-representation; a cut-score of .5 was used for under-representation. This is the reason for the larger number of LEAs flagged in 2005-06 than in 2006-07. However, in both years, none of the flagged LEAs were deemed as having inappropriate identification procedures.

The USOE determined that such a low cut-off score in 2005-06 was resulting in many false positives. In fact, none of the LEAs that were flagged had faulty identification policies and procedures; the conclusion of all investigations was that the LEAs were making appropriate identifications. Often the risk ratio between 1.5 – 2.5 was due to small numbers of students in the various racial/ethnic groups. With small numbers of students, the identification rates are often a result of the idiosyncrasies of that particular group of students and not the result of any policies and practices of the LEA. As such, the USOE changed the cut-scores to 3.0 for over-representation and 0.30 for under-representation as indicated above.

Display 10-4: Percent of LEAs with Disproportionate Representation that is the Result of Inappropriate Identification

	FFY2005	FFY2006
Total # of LEAs	72	91
# of LEAs flagged for potential disproportionate representation – Over-representation	36	12
# of LEAs found to have disproportionate representation due to inappropriate identification – Over-representation	0	0
Percent who had disproportionate representation due to inappropriate identification – Over-representation	**0.0%**	**0.0%**
# of LEAs flagged for potential disproportionate representation – Under-representation	0	5
# of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation	0	0
Percent who had disproportionate representation due to inappropriate identification – Under-representation	**0.0%**	**0.0%**

Response to OSEP Concerns

In Utah's SPP/APR Response Table, OSEP specified that the State must indicate that it examined data for all race and ethnicity categories in the State in identifying LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. As represented in this indicator, the State examines data for all race and ethnicity categories in the State.

Discussion of Improvement Activities Completed for FFY 2006:
1. Using a review of policies and procedures as well as monitoring data, determine if the disproportionality could be the result of inappropriate identification practices. Completed and ongoing.
   - Kansas Self Assessment Tool was administered to all flagged LEA's.
   - UPIPS Monitoring data for flagged LEA's was reviewed.

2. Provide training to identified LEAs on evaluation and eligibility determination procedures. Completed and ongoing.
   - State-wide Special Education Law Conference was held.
   - Training on New State Special Education Rules in October.

3. Continue to collect, disaggregate, and compare 618 data. Completed and ongoing.
   - December 1, 2007 Child Count collection was completed and disaggregated.
   - Compare to determine differences in 2006 and 2007 Child Counts and Environments.
   - Reports were completed December 2007.

4. Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionality. Completed and ongoing.
   - Self Assessment Tool sent to all flagged LEAs.
   - Results of Self Assessment Tool reviewed.
   - UPIPS monitoring data reviewed for flagged LEAs.

5. Provide follow up technical assistance and/or sanctions based on identification of policies, procedures, and practices that lead to inappropriate identification. Completed and ongoing.
   - No LEAs needed follow-up technical assistance and/or sanctions.

6. Collaborate to provide State-wide conferences for all educators regarding classroom management, instruction, school-wide and targeted intervention to support students in LRE. Completed and ongoing.

7. Collaborate on program development of tiered instruction for all educators to support students in LRE. Completed and ongoing.

8. Participate with general curriculum staff to develop a State-wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for students. Completed.

9. Add the Self-Assessment Tool developed by the Kansas Department of Education to our review process of policies, procedures, and practices. Completed.

10. Ensure that the new Self-Assessment Tool included a component that directs LEAs to develop a corrective action plan if they are not in compliance with this indicator. The non-compliance must be corrected within one year from the date of the completion of the Assessment Tool. Completed.
    - Self Assessment Tool gave all LEAs the opportunity to review the Policies and Procedures for identification, evaluation and placement of students with disabilities.
    - Self Assessment Tool also gave each flagged LEA the opportunity if needed to develop a corrective action plan if noncompliance was found. None was found in 2007.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07):

Activity	Timeline	Resources	Justification
1. REVISED TIMELINE Participate with general curriculum staff to develop a State-wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for students.	August, 2005 through June, 2007	USOE and UPDC Staff	The framework has been developed, approved, and is being implemented in the State.
2. NEW Add the Self-Assessment Tool developed by the Kansas Department of Education to our review process of policies, procedures, and practices.	Fall, 2007	USOE Staff and KSDE Staff	This tool provides additional evidence that Districts and Charter Schools are using correct policies and procedures in the identification, evaluation, and placement of students with disabilities in Utah. It also helps determine if inappropriate identification is the cause of any disproportionate

			representation in any disability categories or ethnic population in Utah's districts and charter schools.
3. NEW Ensure that the Self-Assessment Tool included a component that directs LEAs to develop a corrective action plan if they are not in compliance with this indicator. The non-compliance must be corrected within one year from the date of the completion of the Assessment Tool.	Fall, 2007	USOE Staff	This activity was added and completed during 2006-2007 because the State felt it consistent with the requirements of UPIPS process.

Part B State Annual Performance Report (APR) for FFY2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

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Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

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

Measurement:
  a. # of children for whom parental consent to evaluate was received.
  b. # determined not eligible whose evaluations were completed within 60 days.
  c. # determined eligible whose evaluations were completed within 60 days.

Account for children included in a, but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

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

FFY	Measurable and Rigorous Target
2006 (2006-2007)	One hundred (100) percent of children will be evaluated within 60 days of receiving parental consent for initial evaluation.

Actual Target Data for FFY 2006:

Target not met, however the State achieved 95.2%.

The target of 100% was not met, although substantial improvement was made over the FFY 2005 results which indicated that 76% of children were evaluated within the 60-day timeline. In addition, 100% of LEAs which were found out of compliance for exceeding the timeline in FFY 2005 corrected their procedures within one year (FFY 2005 APR results of ten students whose evaluations went beyond the 60 day timeline in six LEAs).

Display 11-1: Percent of Children Evaluated within the 60-Day Timeline,

	FFY2006
a. # of children for whom parental consent to evaluate was received	229
b. # determined not eligible whose evaluations were completed within 60 days	16
c. # determined eligible whose evaluations were completed within 60 days	202
# not included in b. or c.	11
Percent who met the indicator	**95.2%**

The USOE ensures that all students referred for special education and related services are evaluated, and as appropriate, offered services within the timelines contained within IDEA 2004. The initial evaluation/eligibility timeline used by the State for 2005-2006 remains the IDEA-established 60 days for this APR reporting period. During the 2006-2007 school year, 229 files of children for whom parental consent to evaluate was received were reviewed through on-site visits, self-assessment reports, desk audits, and the State dispute resolution process for this indicator as part of the general monitoring system. These 229 files came from 43 LEAs (school districts and charter schools). The review process that was part of the Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process (see SPP for additional monitoring system detail).

Of the 229 reviewed files, 16 students later determined not eligible had evaluations which were completed within 60 days and 202 students later determined eligible for special education and related services, had evaluations completed within 60 days. Eleven students in five LEAs, later determined eligible for special education and related services had evaluations completed beyond the 60-day timeline. The lengths of evaluations for these 11 students were 61, 72, 89, 90, 99, 103, 135, 158, 161, 171, and 237 days. Delays in five of the evaluations were due to difficulty in getting trained evaluation personnel, the rest of the delays were the result of the team extending the evaluation to gather additional data, and special education teacher noncompliance. These 11 evaluations were from five LEAs. These five LEAs were required to write a corrective action plan (CAP) to address their process for determining eligibility. LEAs whose CAP does not result in the correction of the noncompliance within one year will receive enforcement actions from the SEA which will be selected to target the reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA training, and delay of IDEA funds. In addition, the SEA is actively working toward the increase of qualified personnel available in the State to address the need for qualified evaluation personnel, as indicated by the recent initial evaluation data.

The six LEAs with noncompliance identified during the FFY 2005 APR successfully corrected their noncompliance within one year with SEA support and enforcement actions consisting of technical assistance, LEA training, and opportunities for LEAs to collaborate and "share" evaluation personnel. LEAs with noncompliance as the result of teacher noncompliance instituted internal professional actions which directly addressed and documented the noncompliance, again resulting in correction.

Display 11-2 gives an accounting of the number of delays per LEA and the reason for the delay. Display 11-3 shows the number of student files reviewed for this indicator per LEA and the outcome of the review.

Display 11-2: Number of Student Evaluations Not Meeting the 60-Day Timeline and the Associated Reason for the Delay, By LEA

LEA	Data Collection Method	# of Evaluations over 60 days and student is eligible	# of Actual Days Taken to Complete Evaluation	Reason for Delay
O	Self-Assessment	1	99	Lack of special education personnel
R	Self-Assessment	1	90	Difficulty finding school psychologist for evaluation
U	Complaint	5	61, 72, 89, 103, 158	Teacher noncompliance
Y	Self-Assessment	1	135	Team extended evaluation to gather additional data
AA	On-Site Data	1	237	Difficulty finding school psychologist for evaluation
U	Self-Assessment	2	161, 171	Limited bilingual SLPs available; needed for these evaluations

Display 11-3: Number of Student Files Reviewed and Number that Met/Did Not Meet the 60-Day Timeline, By LEA

LEA	Data Collection Method	Evaluation w/in 60 days + student is eligible	Evaluation w/in 60 days + student is NOT eligible	Evaluation over 60 days + student is eligible	Evaluation over 60 days + student is NOT eligible
A	Self-Assessment	1	0	0	0
B	On-Site Data	15	1	0	0
C	On-Site Data	0	0	0	0
D	On-Site Data	1	0	0	0
E	On-Site Data	8	1	0	0
F	On-Site Data	6	1	0	0
G	Self-Assessment	11	1	0	0
H	On-Site Data	0	0	0	0
I	On-Site Data	1	1	0	0
J	On-Site Data	1	1	0	0
K	On-Site Data	2	1	0	0
L	Self-Assessment	10	0	0	0
M	Self-Assessment	4	0	0	0
N	Self-Assessment	7	0	0	0
O	Self-Assessment	7	0	1	0
P	Self-Assessment	4	0	0	0

Q	On-Site Data	1	1	0	0
R	Self-Assessment	11	0	1	0
S	On-Site Data	0	1	0	0
T	Self-Assessment	7	0	0	0
U	Complaint	1	0	5	0
V	On-Site Data	1	1	0	0
W	Self-Assessment	10	0	0	0
X	On-Site Data	0	1	0	0
Y	Self-Assessment	20	0	1	0
Z	On-Site Data	4	1	0	0
AA	On-Site Data	0	1	1	0
BB	On-Site Data	4	1	0	0
CC	On-Site Data	0	0	0	0
DD	On-Site Data	2	1	0	0
EE	Self-Assessment	0	0	0	0
FF	On-Site Data	8	1	0	0
GG	On-Site Data	0	0	0	0
HH	Self-Assessment	32	0	0	0
U	Desk Audit	12	0	2	0
JJ	Desk Audit	7	0	0	0
KK	Desk Audit	1	0	0	0
LL	Desk Audit	1	0	0	0
MM	Desk Audit	1	0	0	0
NN	Desk Audit	1	0	0	0
	TOTALS	**202**	**16**	**11**	**0**

Valid and Reliable Data:

Data reliability and validity were ensured through a data collection process that used multiple methods. Data were collected during on-site visits, desk audits, from LEA Self-Assessment Reports, and from the State dispute resolution process. Display 11-4 shows the standard questions used to collect these data. Furthermore, data were verified through a process in which some files were randomly selected to be reviewed twice, by two different reviewers, to ensure correct dates were entered and timelines were valid and reliable.

Display 11-4: Questions used to Collect Indicator 11 Data

1. Consent for Initial Evaluation Date:
2. Evaluation Conducted within 60 Days?
3. If not within 60 day timeline, list reason for the delay:

Discussion of Improvement Activities Completed for FFY 2006:

1. Inform/train LEAs of new data collection requirements regarding initial evaluations with respect to timelines, eligibility and range/reasons if timeline is exceeded. Completed and ongoing.
   - LEAs were reminded during Fall SEA meetings of initial evaluation timeline requirements so that they could disseminate the information to their staff.
   - Improvement activities resulted with increased State-wide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.

2. Monitor for initial evaluation timelines within each LEA and document reasons timeline was exceeded, if applicable. Completed and ongoing.
   - Data were collected during the LEA self-assessment process, through on-site monitoring by the SEA and LEA, and through Corrective Action Plan (CAP) reporting on LEAs who had not been in compliance within the previous year.
   - Improvement activities resulted in increased State-wide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.

3. Analyze monitoring data regarding initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded. Completed and ongoing.
   - SEA aggregated data for purposes of this APR and provided LEAs with an analysis of their data. LEAs with initial evaluations exceeding the 60 days were required to include this indicator in their CAP and document correction within 1 year.
   - Improvement activities resulted in increased State-wide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.

4. Provide LEA level data to LEAs on their status regarding initial evaluations timelines, eligibility, and range/reasons if timeline is exceeded. Completed and ongoing.
   - SEA aggregated data for purposes of this APR and provided LEAs with an analysis of their data.
   - LEAs with initial evaluations exceeding the 60 days were required to include this indicator in their CAP and document correction within 1 year.
   - Improvement activities resulted in increase State-wide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.

5. Train special education teachers State-wide on initial evaluation timeline requirements. Completed and ongoing.
   - Trainings were conducted State-wide though monthly meetings with LEA Special Education Directors. The Special Education Directors then disseminated the information within their LEA or requested additional on-site training.
   - Improvement activities resulted in increased State-wide training activities and SEA/LEA file monitoring for indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.

6. Develop a Monitoring Steering Committee with representation from charter schools, small districts, medium districts, large districts, parents of students with disabilities, and representation from the Utah Special Education Advisory Committee. The Monitoring Steering Committee will provide feedback with the development of a "Framework for Assistance and Interventions," which will specify enforcement actions. Completed.

    - The Steering Committee was formed with representation from all stakeholders and held 5 meetings during the 2006-2007 school year. The Committee developed a draft Framework for Recognition, Assistance, and Intervention that was used in making determinations for OSEP, as well as to provide alternate methods of support for LEAs with continuing noncompliance, if applicable.
    - Improvement activities resulted in increased State-wide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.

7. Revise State Special Education Rules to include 60-day timeline. Completed.

    - Rules were revised by a Rules Committee and through a public input process.

8. Enhance Corrective Action Plan (CAP) requirements to require additional LEA level training and an additional review of students files to determine evaluation timelines, reasons timelines were not met (if applicable), and the development/implementation of LEA actions to overcome the identified reasons so that evaluations are completed within timelines. Completed.

    - Based on additional clarification from Mountain Plains RRC and OSEP, LEAs were notified of correction requirements under their CAP to ensure that initial evaluations are completed within 60 days.
    - Improvement activities resulted in increased State-wide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.
    - LEAs who had initial evaluations which went beyond 60 days were required to document additional training on the timeline requirement and submit additional monitoring data which demonstrated correction of the noncompliance. As a result of these requirements, all LEAs with findings of noncompliance on initial evaluation timelines corrected the noncompliance within one year.

9. Provide follow-up training to LEAs, as needed, based upon ongoing monitoring results regarding initial evaluation timelines. Completed and ongoing.

    - Trainings were conducted State-wide through monthly meetings with LEA Special Education Directors. The Special Education Directors then disseminated the information within their LEAs or requested additional on-site training.
    - Improvement activities resulted in increased State-wide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 60-day initial evaluation timeline.

Explanation of progress or slippage that occurred for FFY 2006:

As indicated in Display 11-5, the State made substantial progress on this indicator not only in terms of increasing the percentage of children meeting this indicator from 76% to a high of 95% but also in terms of the number of files on which this indicator is based. In 2005-06, only 42 files were reviewed; this year, data were reported on 229 files. We are aware, however, that the target of 100% was not met, and continue to implement actions designed to improve our performance on this indicator (see Revisions to Improvement Activities).

Display 11-5: Percent of Children Evaluated within the 60-Day Timeline, Results Over Time

	FFY2005	FFY2006
a. # of children for whom parental consent to evaluate was received	42	229
b. # determined not eligible whose evaluations were completed within 60 days	6	16
c. # determined eligible whose evaluations were completed within 60 days	26	202
# not included in b. or c.	10	11
Percent who met the indicator	**76.2%**	**95.2%**

As indicated in Display 11-5, during the baseline year of 2005-2006, 42 files were reviewed. Of those 42 reviewed files, six files had evaluations completed within 60 days for students determined not eligible for special education, and 26 files had evaluations completed within 60 days for students determined eligible for special education. Ten students did not have evaluations completed within 60 days of receipt of parental consent. The six LEAs who were found in noncompliance were notified that the noncompliance would have to be corrected within one year, and the State provided technical assistance and additional training and then reviewed additional files during the 2006-2007 school year to ensure that those LEAs had corrected their procedures regarding this timeline as part of the regular monitoring process. All LEAs found out of compliance on the 60-day initial evaluation timeline did correct their procedures and were in compliance with this timeline within one year during follow-up monitoring as indicated in Display 11-6.

Display 11-6: Indicator 15 Worksheet which Shows Corrections of Noncompliance

FFY 2005	Percent of Students Evaluated within 60 Days	General Supervision System Components	# of Programs Monitored	(a) # of Students with Evaluations beyond 60 days in FFY 2005	(b) # of Findings from (a) which were corrected within 1 year	% of Findings which were corrected within 1 year
	76.2%	Monitoring	22	10	10	100%
		Dispute Resolution	0	0	NA	NA

Response to OSEP Concerns

In response to the OSEP response letter dated March 15, 2006, the initial evaluation/eligibility timeline used by the State for 2005-2006 remains the IDEA-established 60 days for this APR reporting period, which is based upon the timeline from parent consent for evaluation to completion of evaluation. OSEP also requested all data from the FFY 2005 APR on Indicator 11, which is provided in Display 11-7.

Display 11-7: FFY 2005 Data for Indicator 11 (in Response to OSEP Letter)

Indicator 11	2005-2006
% of children with parental consent to evaluate who were evaluated within 60 days	a.) 42 b.) 6 c.) 26 Percent = 76.2% (32/42) Not included in b. or c. = 10 Ten evaluations exceeded the 60-day timeline. Of those, eight students were later determined to be eligible for services and two were later determined not eligible for services. The actual length of evaluations were: 62, 64, 67, 70, 75, 91, 93, 95, 118, and 138 days; thus the 60-day-timeline was exceed by 2-78 days. Delays in evaluations were due to difficulty in getting trained evaluation personnel in charter schools and special education teacher noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. REVISED TIMELINE Provide State-wide training for special education teachers, related service providers, evaluators on updated Utah State Special Education Rules. • Training to be provided directly to LEA Special Education Directors • PowerPoint version of training to be available on the USOE website • Email, offering training, to be sent to each LEA	October, 2007 through 2011	USOE staff, UPDC staff, IDEA discretionary funds	New State rules were approved on September 7, 2007, and will take effect after 30 days. LEAs and staff will need to be trained on the new State initial evaluation timeline, which will be 45 school days rather than 60 days.
2. REVISED Implement focused monitoring process to provide additional technical assistance and review LEAs that continue to not meet targets. • Develop criteria for	Fall, 2007 through 2011	USOE staff, Contract Reviewers, LEAs, IDEA discretionary funds	SEA focused monitoring now considers LEA performance on the APR as part of a desk audit, which determines monitoring activities.

• determining need for on-site visit • Develop protocol for desk audit and focused on-site visit • Utilize information during desk audits to determine if LEA needs on-site visit			
3. REVISED TIMELINE Develop and disseminate a parent training manual, in conjunction with the Utah Parent Center, which clarified the evaluation process, including timeline requirements, as well as the school and parent responsibilities.	2008	USOE Staff, UPC Staff	This activity was delayed until rules were finalized.
4. NEW Revise UPIPS Monitoring for desk audits to collect LEA information on how they ensure evaluations are completed within 45 school days (new Utah Rule). • Include initial evaluation timeline as a mandatory data report that will be included with each Self-Assessment Report	2007 through 2011	USOE Staff, LEAs, IDEA discretionary funds	This will ensure that LEAs continue to address the evaluation timeline issue with staff and have a policy within their LEA.
5. NEW Develop opportunities for LEAs to discuss evaluation needs with surrounding LEAs, in an effort to create collaboration and sharing of scarce staff. • Ensure that complete representation of all LEAs is invited to participate in State Shortage discussions • Provide opportunities for charter schools to discuss and collaborate on personnel needs at monthly roundtables	2007 through 2011	USOE Staff, LEAs, IDEA discretionary funds	This will allow LEAs opportunities to share critical staff members in small schools.
6. NEW Address shortage of qualified examiners (school psychologists and bilingual SLPs) with Institutes of Higher Education (IHEs) in Utah. • USOE staff will address	2007 through 2011	USOE staff, IHE staff, IDEA discretionary funds	This will allow IHEs to become aware of the specific shortage and discuss methods to address the shortage.

shortage of assessment personnel with IHE representatives at least 2 times per year			
7. NEW Utilize enforcement actions to ensure LEAs are in compliance with the initial evaluation timeline requirement. • Discuss need for compliance with affected LEAs • Determine reason for noncompliance • Design SEA enforcement actions to target the reason for the LEA noncompliance	2007 through 2011	USOE staff, LEA staff, IDEA discretionary funds	This will ensure that LEAs continue to address the evaluation timeline issue with staff and improve compliance with this requirement.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B/Effective Transition

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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))

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibilities were 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.

Account for children included in **a** but not included in **b, c or d**. 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)] times 100.

FFY	Measurable and Rigorous Targets
2006 **(**2006-2007)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2006:

Display 12-1: Percent of Children Referred by Part C who are Found Eligible for Part B and have an IEP Developed by their Third Birthdays.

	FFY2006
a. # of children served in Part C and referred to Part B	323
b. # found not eligible and whose eligibility was determined prior to third birthday	68
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	230
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	8
# in a but not in b, c, or d	17
Percent who met the indicator	**93.1%**

The target of 100% was not met.

Starting in 2005, all LEAs submit a yearly report to ensure that all students are tracked. For those LEAs that are in the on-site verification year of the UPIPS monitoring cycle, data are compiled and reported. Transition data are also collected as part of the UPIPS monitoring system. Random student files are reviewed during UPIPS to collect additional transition data. The UPIPS process requires that any identified LEA noncompliance be corrected within one year. LEA progress and correction is tracked monthly and includes review of the status of documented correction of identified compliance errors.

During FFY 2006 there were seven LEAs monitored. There was one LEA out of seven in which eligibility was determined on time, but the IEPs were developed and implemented after the 3rd birthday.

The reasons for delays were summer birthdays, additional testing, and consideration of a more restrictive placement. The range of days that services were delayed beyond a student's third birthday is depicted below in Display 12-2.

Display 12-2: Number of Days IEP Implementation Was Delayed

Number of days Late	5	14	15	16	17	21	27	29	31	35	37	39	40	67
Number of Children	2	1	2	2	1	1	1	1	1	1	1	1	1	1

The State understands that summer birthdays are not justifications for delays in developing and implementing IEPs by the third birthday. Improvement activities are in place that will heighten the awareness of personnel in Part C and Part B and correct that implementation error. The USOE is aware of where the delays are occurring and has a plan for providing focused technical assistance and professional development.

Each year the electronic database has been revised to more accurately collect data. Part B has been collaborating with Part C to develop a shared database. Part B and Part C held three meetings during the 2006-2007 reporting period to continue the investigation into a system that would track students and be usable by both agencies at the local and State levels. Part B plans to hire technology personnel to develop a system that would interact with Part C, with the beta test to be implemented in May 2008.

Given the data reported for FFY 2005 and FFY 2006, technical assistance will be provided to the one LEA reporting delays to move them to the 100% target.

Valid and Reliable Data:

LEAs ensure that their data is reliable and valid prior to submitting it to the Utah State Office of Education. State-wide training sessions for preschool coordinators were implemented during 2006-07 to ensure understanding of current reporting requirements. Preschool coordinators are either responsible for gathering these data or checking the accuracy of the data that are submitted. The UPIPS monitoring process is used to collect additional data to ensure that submitted data are accurate.

Explanation of Progress or Slippage that occurred for FFY 2006:

 As indicated in Display 12-3, Utah has made substantial progress on this indicator not only in terms of increasing the percentage of children meeting the indicator from the baseline of 64% in FFY2004 to a high of 93% in FFY2006, but also in terms of the number of files on which the data are based. In 2003-04, only eight files were reviewed; this year, data were collected from 321 files.

The reason for the increase in both the number of children tracked and the percent of compliance is that data are now accurately reported within Part B. Since 2005, Part B and Part C have independently developed a method that more accurately reports transition data. For Part B, starting with 2005-2006 school year, a new reporting requirement was implemented that required all LEAs to submit an annual transition report to the USOE. The electronic database is reviewed and revised annually to ensure collection of reliable data. Both agencies continue to collaborate to enhance methods of data collection to ensure compliance with this indicator. For example, the GSEG grant provided the ability for Part B to revise the electronic Utah Program Improvement System (UPIPS) monitoring system to collect additional data on students that transition from Part C to Part B.

Display 12-3: Percent of Children Referred by Part C who are Found Eligible for Part B and have an IEP Developed by their Third Birthday. Results Over Time.

	FFY2003	FFY2004	FFY2005	FFY2006
a. # of children served in Part C and referred to Part B	8	25	160	323
b. # found not eligible and whose eligibility was determined prior to third birthday	0	0	22	68
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	7	16	115	230
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	0	0	4	8
# in a but not in b, c, or d	1	9	19	17
Percent who met the indicator	**87.5%**	**64.0%**	**85.8%**	**93.1%**

Another reason for the progress is due to the improvement activities that have been implemented since FFY 2005 when the USOE contacted each LEA out of compliance by letter and provided their data and status of compliance on this indicator. This information was also posted on the USOE web site. The same process was used for FFY2006.

The LEAs that were out of compliance in FFY2003, FFY2004, and FFY2005 were required to write a corrective action plan in order to ensure that all future children would have eligibility determined by their third birthday. These LEAs are now in compliance as indicated in Display 12-4.

Display 12-4: Percent of LEAs who Corrected Noncompliance – Results Over Time

	FFY2003 (Collected 2003-04; Corrected 2004-05)	**FFY2004** (Collected 2004-05; Corrected 2005-06)	**FFY2005** (Collected 2005-06; Corrected 2006-07)
# of LEAs out of compliance	1	5	4
# of LEAs who corrected compliance within one year	1	5	4
% of LEAs who corrected compliance within one year	**100.0%**	**100.0%**	**100.0%**

In an August 2004 OSEP letter responding to the USOE March 30, 2004 submission of its FFY 2002 APR, concern was expressed that the State's system could not account for the eligibility of all children exiting Part C. The letter directed the USOE to include data and its analysis, along with a determination of compliance or noncompliance with the requirements in the next (FFY03) APR. The September 1, 2005 OSEP letter in response to Utah's submission of its FFY 2003 APR indicated that the State needed to provide evidence of progress, including current data and analysis, in correcting the noncompliance related to children experiencing a smooth early childhood transition as required by the federal regulations. Displays 12-3 and 12-4 show evidence of the correction of this system, as directed.

The current process for correcting noncompliance is as follows and is based on a requirement added during 2005-2006. All LEAs must track all students referred from Part C and submit those data to USOE. In addition, the Utah Program Improvement Planning System (UPIPS) State-wide monitoring system is used to obtain and verify the data LEAs have submitted through on-site file reviews. Any identified LEA noncompliance is required to be corrected within one year. LEA progress and correction is tracked monthly and includes a review of the status of each LEA's Corrective Action Plan (CAP) and Program Improvement Plan (PIP), including the documented correction of identified compliance errors. The CAP is evaluated annually for evidence of corrections of non-compliance issues, completion of professional development activities, and the development and implementation of procedures to ensure compliance. Results of those activities are verified through additional LEA and SEA student file reviews and 618 data. Technical assistance will continue to be provided to move all LEAs to the 100% compliance target.

Response to OSEP Concerns

Display 12-5 specifically addresses the concerns raised by OSEP in their 2006 and 2007 letters. As can be seen in the table, these concerns have all been addressed.

Display 12-5: Actions Taken by USOE to Address OSEP Concerns Raised in their 2006 and 2007 Letters

Required Action	Action Completed	Results
Include all required data and calculations in reporting performance. (Report baseline data, FFY 2004 and progress data, FFY 2005).	Display 12-3 includes all raw data for calculating the percent compliant and determining progress for FFY2004 and FFY2005.	Data accurately show baseline and progress data.
Account for the 19 children who were not included in the measurements for FFY 2005.	The 19 children are included in Display 12-3 in row "in a but not in b, c, or d". Those students did not have IEPs implemented before their 3rd birthdays. They should have been labeled more clearly on the FFY2005 APR. Training on the Annual Performance Report (APR) through the OSEP and National Early Childhood Technical Assistance Center (NECTAC) conference calls provided better understanding of how to complete the APR.	19 children are accounted for. Data are accurately reported.

	Data person was hired to assist with the data analysis for the indicator for increased accuracy.	
Account for the 16 children who were not included in the measurements for FFY 2005.	The 16 students that were not accounted for in the FFY 2005 APR should not have been included in the numerator or denominator. They should have been factored out as exceptions from 300.301(d). The change is reflected in Display 12-3. These students were referred by Part C but did not complete the evaluation process. The reasons for not completing the evaluation process were: • parents moved and unable to contact • child in hospital • parents would not bring the child in for the evaluation • parents did not want testing until the following year With those students subtracted from the total, the number of students went from 176 to 160. It was important to track those 16 students to ensure that all students are accounted for, however these students should have not been included in the formula. MPRRC provided technical assistance for this indicator. During the 2007-08 reporting period the preschool coordinators will be trained on how to compile and report data.	The 16 children who were not included in the measurement for FFY05 are accounted for and are accurately reported.

Review and revise improvement strategies to ensure that the State will be able to include data that demonstrate compliance with the indicator, including data on the correction of outstanding noncompliance identified in FFY2005, and noncompliance identified in FFY 2004, and noncompliance identified with early childhood transition requirements in the FFY 2002 and 2003 APRs.	Improvement strategies were reviewed and revised to ensure that the State would be able to include compliance data accurately from previous federal fiscal years.	Display 12-4 indicates that those LEAs identified for noncompliance FFY2003, FFY2004 and FFY2005 are now in complete compliance. In FFY2002 the State did not have systems in place for data reporting that is now required in the APR. The State was directed through OSEP letters to show correction of the system in the 2003 APR. The State currently has appropriate systems in place and can document the required data back through FFY2003 as directed.
Review and revise improvement strategies so that the State can more accurately track children served in Part C and referred to Part B.	Part C implemented a new electronic system to better track students as they exit Part C. Part B developed and implemented a method to track students referred from Part C to Part B. The database continues to be reviewed and revised annually. All LEAs are now required to submit data for all students transitioning from Part C to Part B at the end of each school year. Additional transition data are also collected through the UPIPS on-site file review.	Data indicate accurate and complete transition information. Progress data continue to improve toward the 100% compliance target.

Discussion of Improvement Activities Completed for FFY 2006:

1. Continue to meet with Part C quarterly to coordinate information to improve transition for students and families. Completed and ongoing.

   - Meeting monthly with Part C enhanced the relationship sufficiently to assist both agencies to work together to understand data collection systems and review State-wide transition concerns and celebrations.

   - Part C and Part B developed a transition training on how to ensure a smooth transition that was presented at the special education preschool conference in October 2006. This presentation was geared toward Part C Providers, Part B LEAs and parents. Twenty people attended that training.

   - In addition, Part C and Part B providers that have been successful in working together and providing smooth transitions for students presented at the Family Links Conference, which provided information to the 15 parents who attended.

   - Met quarterly to develop a web based data sharing system.

2. Develop and implement an electronic system to track students from Part C to Part B more effectively. Completed and ongoing.

3. Track LEAs that did not reach the target of 100%. Completed and ongoing.

4. Develop an electronic way to collect data. Completed and ongoing.

5. Provide focused technical assistance and professional development to LEAs on appropriate planning for summer birthdays. Completed and ongoing.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activities	Timeline	Resources	Justification
1.REVISED TIMELINE Develop a new Memorandum of Understanding with Part C upon approval of new State special education rules.	June, 2008 through June, 2009	Utah State Office of Education 619 Preschool Coordinator, Utah State Office of Education Compliance Office, Baby Watch Personnel, and Stakeholders	With IDEA reauthorization and new State special education rules, a new Memorandum Of Understanding must be developed.
2.REVISED TIMELINE Develop and implement an electronic system to track students from Part C to Part B more effectively.	January, 2007 through 2011	Part B 619 Coordinator, USU staff, Part C Specialist, GSEG grant	The activity is going well, but continues to need work.
3.NEW Provide focused technical assistance and professional development to LEAs and Part C personnel on appropriate planning for summer birthdays.	January, 2007 through June, 2008	Part B 619 Coordinator, Part C Specialist.	During the analysis of data it was recognized that specific technical assistance and professional development was indicated in this area.
4.NEW Develop guidance on reporting requirements for Parts C and B.	August, 2007 through June, 2008	Utah State Office of Education 619 Preschool Coordinator and Part C monitoring specialist	Ensure accuracy of data between Part B and Part C. A deeper understanding of reporting requirements ensures accurate data reporting.

5.NEW Provide technical assistance to LEAs in Developing Local Memorandum of Understanding.	August, 2007 though December, 2010	Utah State Office of Education 619 Preschool Coordinator and Part C specialist	Communication between agencies is critical. Agency agreements enhance communication and ensure a smooth transition for children.
6.NEW Improve and revise the data collection database developed in 2006 to include reason for not meeting timeline.	August, 2007	Utah State Office of Education 619 Preschool Coordinator and Part C specialist, data personnel, and 619 Coordinators from other States	Collect all required data.
7.NEW Collaborate with Part C to develop a Web based system to share data between the two agencies.	June, 2007 through August, 2009	Utah State Office of Education 619 Preschool Coordinator and Part C specialist, 619 Coordinators from other States, data personnel, and Part B funding resources	A shared data system is needed to ensure accountability.
8.NEW Hire technology personnel to develop a system that would interact with Part C.	May, 2008	Contracted Technology Personnel, Part B 619 Coordinator, Part C Specialist	A system that would track students and be useable by both agencies at the local and State levels would be ideal.

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.

Actual Target Data for FFY 2006:

Display 13-1: Percent of Youth Aged 16 and Above with an IEP that Meets Indicator 13

	FFY2006
# of youth whose IEPs were reviewed	58
# of youth whose IEPs met the indicator	24
Percent of youth whose IEPs met the indicator	**41.38%**

The target of 100% was not met.

Data on this indicator were collected from fourteen LEAs that were monitored in 2006-07. Trained USOE staff or contract monitors reviewed 58 files.

Of the 58 IEPs reviewed, twenty four of the IEPs, or 41.38% met the requirement of 3 of 6 checklist items correct. Monitors used a checklist based on the National Secondary Transition Technical Assistance Center (NSTTAC) six item checklist for Indicator 13 (see Display 13-2). For a given IEP to meet compliance on this indicator, at least three of six checklist items need to be present in the IEP. The State, in reviewing its criteria for this indicator, determined that using a standard of 3 or more of the 6 checklist items suggested by the National Transition Center instead of 6 of the 6 (the standard used last year) is a more appropriate measure, considering the parameters of this indicator.

USOE collected data from State monitoring.

The Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of districts is included in each year's cohort. The selection criteria for districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. Because of the unique conformation of Utah's 40 school districts, there are four districts of 50,000+ students. Four of the five cohorts for monitoring contain one of these very large districts, and the fifth contains two districts with enrollments of at least 25,000 students. Each of the five cohorts also includes districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of ELL students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for State monitoring after being assigned to a cohort based upon location and size. Charter schools enter the cohort during their second year of operation.

The objectives of UPIPS are to:
- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities.
- Connect LEA and school improvement efforts with IDEA requirements.
- Support each LEA in the process of self-assessment and evaluation of compliance and program effectiveness.
- Link program improvement activities with personnel development training.

The activities in the UPIPS five-year cycle are:
- Year 1: Self-assessment and development of program improvement plan
- Year 2: Implementation of self-assessment findings and possible on-site validation visit from USOE
- Year 3: Implementation of program improvement plan and corrective action plan; verification of results of corrective actions
- Year 4: Continued implementation of program improvement plan and corrective action plan; verification of results of corrective actions
- Year 5: Continued implementation of program improvement plan and corrective action plan; verification of results of corrective actions

Display 13-2: Comparison of NSTTAC and UPIPS Checklists for Monitoring Transition Services in IEPs

NSTTAC items	UPIPS Student Record Review items
1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	T.A1 LEA documents student's measurable postsecondary goals: 　　Post-secondary Training or Education 　　Employment 　　Independent Living Skills 　　(where appropriate)
2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?	T.A3 IEP contains annual IEP goal(s) that will reasonably enable the student to meet the post-secondary goals.
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	T.A4 IEP contains transition services focused on improving the academic achievement of the student to facilitate movement from school to post-school. • Instruction • Related Services • Community experiences • Employment • Post-school adult living objectives • Acquisition of daily living skills (if appropriate) • Functional Vocational Evaluation (if appropriate)
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	T.A5 Are any transition services likely to be provided or paid for by other agencies? T.A6 If yes, was an agency representative invited to the IEP meeting? T.A7 Parent or student (18 or older) consent was obtained prior to inviting the agency representative
5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?	T.A2 IEP documents that measurable postsecondary goal(s) were based on age-appropriate transition assessments.
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	T.A8 Transition Plan contains a course of study designed to improve the student's academic and functional achievement and achieve post-secondary goals.

Valid and Reliable Data:

Data reliability and validity were ensured through a collection process that used multiple methods. Data were collected during on-site visits, desk audits, LEA Self-Assessment Reports, and from the State dispute resolution process. Data are representative of the State due to the representativeness of the UPIPS cohort. Contract reviewers and LEA representatives were trained in the UPIPS-SRR data collection system at least annually. LEAs who do not choose to use the UPIPS-SRR system submit their checklist to the Monitoring Specialist for review. Data are also verified through a process in which some files are randomly selected to be reviewed twice, by two different reviewers, to ensure data are correct. In addition, monitoring results are verified in all monitored LEAs through cross data checking (between LEA submitted reports and data, USOE desk audits, LEA self-assessment reports, and additional on-site data collection by the LEA and/or the USOE).

Explanation of Progress or Slippage that occurred for FFY 2006:

As indicated in Display 13-3, the State showed progress on this indicator. Professional development, including training and the provision of resource materials, and on-going LEA efforts resulted in the progress.

Analysis of the data indicated that, although improvement on this indicator has been made as a whole, improvement has not been made on all of the check list items. Slippage was noted on several items. Further analysis of the data indicates that LEA practices resulting in slippage fall into one of two categories: the LEA has developed effective transition programs, as evidenced in post-school outcomes data (Indicator 14) and has failed to document the planning in the IEP; or the LEA, due to lack of understanding or staff turn-over, has not developed either an effective transition planning process or transition program. These areas will be targeted in specific professional development activities designed to meet the needs of individual LEAs.

Modifications in data collection have been made for FFY2007. In order to ensure a larger sample of IEPs, monitors will review transition plans from 100% or a minimum of 10 files for each LEA monitored.

Display 13-3: Percent of Youth aged 16 and Above with an IEP that Meets Indicator 13 – Results Over Time

	FFY2005	FFY2006
# of youth whose IEPs were reviewed	63	58
# of youth whose IEPs met the indicator	22	24
Percent of youth whose IEPs met the indicator	**34.92%**	**41.38%**

The LEAs that were out of compliance in FFY2005 were required to write a corrective action plan (CAP) in order to ensure that all future youth aged 16 and above would have would have IEPs that meet transition goals and services requirements. These LEAs are now in compliance as indicated in Display 13-4. The LEAs identified out of compliance in FFY2006 were required to complete a CAP; the percent who correct compliance within one year will be reported on the February 1, 2009 APR.

Display 13-4: Percent of IEPs with Corrected Noncompliance

	FFY2005
# of IEPs out of compliance	50
# of IEPs that were corrected compliance within one year	50
% of IEPs with corrected compliance within one year	**100.0%**

Response to OSEP Concerns

In the June 2007 letter, OSEP indicated that the State did not provide the percent of youth whose IEPs included the required content, including the number of IEPs for 16 year old and older students and the percentage of compliant IEPs included in that number that met requirements for this indicator. As indicated in Display 13-3, the FFY2005 data have been corrected and the FFY2006 data are consistent with these directions.

Discussion of Improvement Activities Completed for FFY 2006:

1. Provide training to secondary special education teachers State-wide to write IEPs containing coordinated, measurable annual IEP goals and transition services. Completed and ongoing.

2. Re-collect data on LEA compliance status after training. Completed and ongoing.

3. Provide training opportunities, designed to meet transition requirements, to LEAs in self-assessment year. Completed and ongoing.

4. Provide follow-up training as needed based upon ongoing monitoring results regarding coordinated, measurable annual IEP goals and transition services. Completed and ongoing..

   - Provided professional development in IDEA 2004 transition requirements and transition planning in the IEP to over 80 educators from 11 LEAs.

5. Follow up to monitor correction of non-compliance to ensure 100% compliance within one year. Completed and ongoing.

6. Distribute transition assessment materials to all LEAs with secondary school students. Completed and ongoing.

7. Purchase a variety of research based transition assessment instruments to be made available on loan to LEAs for trial use. Completed and ongoing.

8. Develop a Technical Assistance Manual for Age-Appropriate Transition Assessments to be distributed to LEAs and posted on the SEA web page. Completed.

   - Posted on SEA web page in Winter 2006-07. Additional links to assessment information have also been posted.

9. Develop and distribute a sample Consent to Invite Agency Representative letter to all LEAs and provide professional development on the requirement and its implementation to State special directors at a regularly scheduled meeting and special educators at Transition Roundtables and LEA training sessions. Completed.

   - The sample letter was distributed to special education directors in Fall 2006 and re-distributed and discussed at a State special education director meeting in Spring 2007. The sample letter was presented at Transition Roundtables in Fall 2006 and is posted on the USOE web page.

10. Notify all local special education directors of LEAs in the UPIPS self-assessment process, of availability of SEA staff for technical assistance in transition activities. Completed and ongoing.

    - E-mails were sent to appropriate special education directors. The notice will be repeated in Fall 2007.

11. Host a two day seminar, featuring nationally recognized experts in the field of assessment and development of students' self-determination skills; provide additional resources to seminar participants. Completed.

    - Seminar attended by approximately 110 educators from multiple LEAs. Attendees were provided with resource materials.

12. Sponsor regional Transition Roundtables to provide professional development on IDEA 2004 requirements, including age-appropriate transition assessments, development of post-secondary goals, writing measurable goals designed to align with student's desired post-secondary outcomes, agency involvement, and development of summary of performance. Completed and ongoing.

- The Transition Roundtables were attended by 75 educators, administrators, parents and agency representatives.

Revisions, with Justification, to Proposed Improvement Activities / Timelines / Resources for FFY 2006 (2006-07):

Activity	Timeline	Resources	Justification
1. NEW Distribute transition assessment materials to all LEAs with secondary school students.	2006 through 2011	State Transition Specialist, IDEA Discretionary Funds	Review of monitoring data indicates that LEAs are not consistently using transition assessments: feedback from LEAs indicate one reason is the lack of awareness of available assessments.
2. NEW Purchase a variety of research based transition assessment instruments which to be made available on loan to LEAs for trial use.	2006 through 2011	State Transition Specialist, IDEA Discretionary Funds	Review of monitoring data indicates that LEAs are not consistently using transition assessments: feedback from LEAs indicate one reason is the lack of awareness of available assessments.
3. NEW Develop a Technical Assistance Manual for Age-Appropriate Transition Assessments to be distributed to LEAs and posted on the SEA web page.	Winter, 2006-2007	State Transition Specialist, Transition Stakeholders	Review of monitoring data indicates that LEAs are not consistently using transition assessments: feedback from LEAs indicate one reason is the lack of awareness of available assessments.
4. NEW Develop and distribute a sample Consent to Invite Agency Representative letter to all LEAs and provide professional development on the requirement and its implementation to State special directors at a regularly scheduled meeting and special educators at Transition Roundtables and LEA training sessions.	Fall, 2006 through Spring, 2007	State Transition Specialist, State Monitoring Specialist, LEA Representatives	USOE develops model special education forms and provides professional development on their use. This letter was developed as a model that met FERPA and IDEA requirements.

5. NEW Notify all local special education directors of LEAs in the UPIPS self-assessment process, of availability of SEA staff for technical assistance in transition activities.	2006 through 2011	State Transition Specialist, State Monitoring Specialist	The technical assistance is offered so that LEAs are better able to understand transition requirements and apply this knowledge of requirements during the self-assessment process.
6. NEW Host a two day seminar, featuring nationally recognized experts in the field of assessment and development of students' self-determination skills; provide additional resources to seminar participants.	2006 through 2007	State Transition, Specialist, Transition Stakeholders, Contracted Personnel	National research indicates that development of student self-determination skills is a critical element of student participation in transition planning.
7. NEW Sponsor regional Transition Roundtables to provide professional development on IDEA 2004 requirements, including age-appropriate transition assessments, development of post-secondary goals, writing measurable goals designed to align with student's desired post-secondary outcomes, agency involvement, and development of summary of performance.	2006 through 2011	State Transition Specialist	This activity was added as part of an ongoing professional development process designed to improve the quality of IEPs that both meet the requirements of this indicator and provide support for the student to progress toward meeting postsecondary goals.
8.NEW Develop Transition and Graduation Guidelines. • Select stakeholder group composed of LEA directors, special education teachers, adult agency representatives, parents, representatives of higher education teacher training programs, representative of Disability Law Center, USOE general and special education staff • Develop guidelines for recommended practices for transition planning and implementation	March,2008	State Transition Specialist, LEA staff, LEA Special Education Director and special education staff; USOE general education staff, stakeholders, IDEA discretionary funds	State Special Education Rules were developed and aligned with Federal Regulations and IDEA 2004. The Rules call for graduation guidelines to be developed; guidelines for transition planning procedures will be included in that document.

• Develop guidelines for recommended practices for inclusion of SWD in graduation activities, in accordance with USOE Rules • Distribute draft guidelines for public comment • Submit guidelines for quality assurance review, in accordance with USOE Rules • Publish and distribute guidelines to stakeholder groups; post on USOE website			
9. NEW Sponsor regional Transition Roundtables to provide professional development in employment options for SWD; report on preliminary data for Indicator 14. • Identify target audience (e.g. educators, administrators, agency representatives, parents) • Request presentations from Work Ability and Department of Workforce Service One-Stop Navigators • Obtain initial data from Indicator 14 post-high survey • Request content and presentation evaluation by participants at conclusion of Roundtables	October, 2007;	State Transition Specialist, USOE staff, Work Ability program manager, DWS One-Stop Navigators, LEA meeting facilities, IDEA discretionary funds	Questions from parents and educators, as well as IEP reviews, indicate that educators and parents are not aware of post-high employment options and support services.
10. NEW Co-sponsor, with Utah State Office of Rehabilitation, Utah Parent Center, and Utah Personnel Development Center, a two-day State-wide Transition Conference. • In conjunction with partners, plan content and location of conference • Hold conference; provide evaluation instrument to participants	April, 2008	Representatives of USOE, USOR, UPC, and UPDC; IDEA discretionary funds	The proposed conference organization is as follows: • Detailed presentation of IDEA and State transition planning requirements and best practices to provide a foundation of what transition planning should look like;

• Review evaluations; integrate needed information as specified in evaluation comments in future professional development activities			• Presentation of Utah's Post-High Survey to provide data on post-high engagement of SWD as a result of transition planning activities • Align in-depth break-out sessions with post-secondary goal areas (i.e. employment, education/training, and independent living) to provide information that will lead to improved post-high outcomes for students.
11. NEW Provide professional development programs to individual LEAs based on specific needs as identified through analysis of UPIPS and Indicator 14 data.	Fall, 2007 through 2010	State Transition Specialist, LEA staff, LEA special education director and special education staff; IDEA discretionary funds	Analysis of UPIPS and Indicator 14 data indicate that IEP files do not meet Indicator 13 requirements for one of two reasons: • The LEA does not document existing transition planning and programming • The LEA, due to lack of understanding or staff turn-over, have not developed either an effective transition planning process or transition program.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B/ Effective Transition

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Indicator 14- Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
(20 U.S.C. 1416 (a)(3)(B))

Overview of Issue/Description of System or Process:

A request for proposals, developed by USOE/Special Education staff, was issued in October, 2006 requesting submission of proposals to collect data from all school leavers, who had been served under an IEP, in 2004-2005. The RFP included background information about the State Performance Plan and Annual Progress Report requirements, including specific information about Indicator 14. Student "leavers" were defined as those who have either graduated with a diploma, reached maximum age, dropped out during the school year, or did not return to school for the current year. The RFP specified that USOE/Special Education would provide the contact information for all school "leavers" and the survey that would be used to collect the required information. One award would be made for a three year contract, with the possibility of extension of the contract for the duration of the current SPP. USOE will review contractor performance annually in the following areas: reports submitted by deadlines; reports meet specifications outlined in the RFP; protection of confidential information; and thoroughness of information and data collected.

Proposals were submitted to USOE/Special Education by end of work, November 3, 2006. The five proposals received were reviewed by USOE/Special Education staff and the decision was made to offer the contract to the Mountain Plains Regional Resource Center (MPRRC). Funding for the project was to be available January 1, 2007 with "leavers" to be surveyed between April 1 and September 30, 2007; all work was to be completed and the final report to be submitted by the MPRRC to USOE/Special Education on December 1, 2007.

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Clearinghouse. Data generated for this survey include: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code. The MPRRC will use this information to contact students in the sample; the surveyor will interview the student (18 or older), the student (under 18) and parent, or the parent if the student is unable or unavailable to be interviewed. Interviews will be conducted using a telephone survey annually between April 1 and September 30, beginning April, 2007. Please see Post-Secondary Transition Survey in Appendix C.

The survey instrument is designed to gather post-school outcomes in the required areas; students' involvement in competitive employment or post-secondary school, or both. **Competitive employment** is defined as full (≥ 35 hours/week) or part time (< 35 hours/week) employment in an integrated/community setting at or above the minimum wage, but not less than the compensation and level of benefits that the same employer pays other workers doing the same job who do not have disabilities. Surveyors will ask if the individual is receiving less than minimum wage, minimum wage, or more than minimum wage and whether the individual receives benefits. **Post-secondary school** may be a high school completion program (e.g. Adult Education or G.E.D. preparation program), short-term education or employment training program (e.g. WIA, Job Corps), vocational/technical school, community college or other 2-year college, college/university (4-year college), or church mission or other humanitarian service. The last option was included because of the significant number of Utah young men and women serving church missions and the extensive training provided.

Changes in Sampling Process

The sampling process as described in the February 2007 SPP was not the actual sampling process used. Thus, the USOE is submitting this corrected description of the process. This sampling plan was reviewed by OSEP and WESTAT in July 2007 and was approved.

During the 2005-06 school year, a total of 3,223 students with disabilities age 15 and above exited school as a graduate, drop-out, or age-out or failed to return for the 2006-07 school year. In order to get the most valid results possible, a representative sample of the 3,223 "exiters" was chosen to be contacted. Specifically, a sample of 1,581 exiters was selected. By using a sample instead of a census, a phone interview with multiple call-backs could be used. Phone interviews are more resource-intensive than a mailed questionnaire but typically achieve a higher response rate, and thus the results are more representative than what one gets with a mailed survey.

The sampling was done at the district level. A sample of exiters was randomly selected from each of the 48 Utah districts. The number of exiters chosen was dependent on the number of total exiters at a district as indicated in the table below. The sample sizes selected ensured similar margins of error across the different district sizes.

Number of Exiters	Sample Size Chosen
1-50	All
51-100	50
101-130	70
131-160	80
161-200	90
201-500	100
501-570	110

For those districts for which a sample was chosen, the population was stratified by gender, race/ethnicity, primary disability, and exiting type to ensure representativeness of the resulting sample.

Thus, exiters from each of the 48 Utah districts were called. This allowed for each district to receive results on its exiters and ensured the State results are in fact representative of the State as a whole. When calculating the State-level results, responses were weighted by the exiter population size (e.g., a district that has four times the number of exiters as another district received four times the weight in computing overall State results).

Response to OSEP Concerns

OSEP indicated in Utah's June 2007 response table that the sampling plan was not approved. However, as indicated above, the sampling plan described in the February 2007 SPP was not the sampling plan actually used. The sampling plan that was used is described above and was approved by OSEP in a July 29, 2007 phone call and verified in an e-mail from OSEP on July 30, 2007.

Baseline Data for FFY 2006 (2006-2007):

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Clearinghouse. Data generated for this survey includes: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code. Baseline data were collected on students who exited Utah public schools in 2005-06.

The 1,581 exiters selected for the sample were attempted to be called up to six times each by trained interviewers between June 2007 and September 2007. Two hundred seventy three (17.3%) of these exiters were successfully interviewed.

The response rate by LEA varied from 0% to 100%, with a median response rate of 15.8%. Discussion has already taken place regarding how to improve the overall response rate and the response rate by districts; most likely, a professional phone interview company will be employed. This company has sophisticated software that ensures a given exiter will be called at various times of the day and days of the week to increase the likelihood that any given exiter will be successfully reached.

Response rates by gender, race/ethnicity, primary disability, and exiter type were examined to determine if any type of exiter were more likely to be interviewed than another type. This analysis showed no difference by gender; however, Caucasian students were more likely to be interviewed (18% interviewed) than non-Caucasian students (11%); students with an Intellectual Disability were more likely to be interviewed (25% interviewed) than students with an Emotional Disturbance (12%) and students with a Specific Learning Disability (16%); students who graduated with a regular diploma were more likely to be interviewed (21%) than students who dropped out (10%). Representatives from MPRRC and USOE will confer in January 2008 to discuss improvements in the process for next year to increase the likelihood of all students being interviewed.

The differences in response rates by LEAs were taken care of through statistical weighting, and the differences in the response rates by demographic category were minor enough that they did not make a significant difference in the overall State-level results. Thus, the USOE is confident that these results are representative of the State.

Discussion of Baseline Data:

Display 14-1 shows the number and percent of exiters who attended post-secondary education and/or were competitively employed since leaving high school. As can be seen in this display, 71.5% of students met this indicator.

Display 14-1: Number and Percent of Exiters Who Have Engaged in Employment and/or Education

Category	Number	Percent
Interviewed Exiters	273	100%
a. Attended Post-Secondary Education Only	48.04	17.6%
b. Been Competitively Employed Only	105.71	38.7%
c. Attended Post-Secondary Education AND Been Competitively Employed	41.52	15.2%
d. Neither Attended Post-Secondary Education OR Been Competitively Employed	77.72	28.5%
Met the indicator (sum of rows a, b, and c)	195.28	71.5%

Note: since statistical weighting was used, the numbers of exiters in each category are not whole numbers.

Results were examined by gender, race/ethnicity, and primary disability category. These results showed that students who have a specific learning disability were more likely to have been competitively employed and/or have attended post-secondary education than students with an intellectual disability and than students with a low-incidence disability. No other differences were statistically significant.

Display 14.2: Response Rates and Percent who met the Indicator by Various Groups

	Number in Sample	Response Rate	Number Interviewed	Percent Who Were: Enrolled in post-secondary school Only	Competitively employed Only	Enrolled in post-secondary education AND competitively employed	Percent who met the Indicator *
Total	1581	17%	273	17.6%	38.7%	15.2%	71.5%
Male	1025	17%	177	15%	43%	17%	75%
Female	556	17%	96	21%	32%	12%	65%
Caucasian	1309	18%	242	14%	40%	17%	71%
Minority	270	11%	31	38%	32%	7%	77%
Asian	8	38%	3				
Black	18	6%	1				
Hispanic	178	9%	16	32%	27%	3%	61%
American Indian	53	17%	9				
Pacific Islander	13	0%					
Intellectual Disability	164	25%	41	25%	14%	13%	52%
Emotional Disturbance	98	12%	12	8%	66%	7%	81%
Specific Learning Disability	1108	16%	179	16%	50%	16%	82%
Low Incidence Disability	211	19%	41	16%	23%	18%	56%
Autism	13	31%	4				
Communication Disorder	26	15%	4				
Deaf/Blind	0	0%					
Hearing Impairment	12	17%	2				
Multiple Disabilities	60	10%	6				
Other Health Impairment	81	22%	18	31%	37%	7%	75%
Orthopedic Impairment	6	67%	4				
Traumatic Brain Injury	10	20%	2				
Visual Impairment	3	33%	1				
Regular Diploma	1020	21%	210	20%	35%	18%	72%
Certificate of Completion	182	14%	26	24%	32%	13%	68%
Maximum Age Eligibility	4	25%	1				
Dropped Out	363	10%	36	2%	66%	7%	75%

*Results weighted to take into account differential sampling and response rates by district
Note: Results are not shown for groups based on fewer than 10 exiter.

Given the starting point, the following targets were set.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Develop data collection process
2006 (2006-2007)	71.5% (baseline year)
2007 (2007-2008)	72.0%
2008 (2008-2009)	72.5%
2009 (2009-2010)	73.0%
2010 (2010-2011)	73.5%

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Review data • Present data to LEA special education directors • Provide LEA directors with access to user name and password application process to access State and individual LEA data • Post link to Utah's Post-high Survey on web page • Present data at State-wide Transition Conference, May 2008	December 2007-2011 after final report is submitted to USOE on December 1	Contractor and USOE staff
Review survey process • Review survey; modify as appropriate • Review efficiency and effectiveness of interview process; modify as appropriate • Review contact information; review methods to improve successful contacts.	January 2008-2011 after final report is submitted to USOE on December 1	Contractor and USOE staff, IDEA discretionary funds

• Implement modifications for data collection to begin April 1		
Analyze data and determine needed technical assistance • Form State team to participate in NSTTAC Summit • Provide professional development around employment options for SWD at Transition Roundtable	Determine needed TA annually from 2008 - 2011 NSTTAC Summit – May 2008 Transition Roundtables – October 2007	USOE staff, State team to be determined, NSTTAC staff, special educators and administrators, parents, agency representatives, IDEA discretionary funds
Provide technical assistance • Transition Roundtables • Semi-annual State-wide Transition Conference • Individual LEA professional development meetings • Collaborative activities with other agencies (e.g. Vocational Rehabilitation, Department of Workforce Services)	Spring 2008 and ongoing through 2011	USOE staff, LEA staff, agency representatives, IDEA discretionary funds

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

Measurement:

Percent of noncompliance corrected within one year of identification:

  a. # of findings of noncompliance
  b. # of corrections completed as soon as possible but in no case later than one year from identification.

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

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Targets
FFY 2006 (2006-2007)	The USOE general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.

Actual Target Data for FFY 2006:

Target not met at 100%, however the State achieved 95%.

Target was that the USOE general supervision system identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification. Display 15-1 shows the percentage of correction of noncompliance identified through the State general supervision system (monitoring and dispute resolution process) as soon as possible but in no case later than one year over time. Baseline data FFY 2004 (2004-2005) indicated correction rates of identified noncompliance as soon as possible but in no case later than 1 year at 79.7% (average of State complaints, systemic, and nonsystemic). FFY 2005 (2005-2006) data demonstrated a 7.1% increase (average of monitoring priority areas) to 86.8%. Current data, FFY 2006 (2006-2007) demonstrate an additional 8% increase (average of monitoring priority areas) to 95%, reflecting an increase in 15% in corrections of identified noncompliance over a 3 year span. Display 15-2 describes all finding data collected from the State general supervision system, including monitoring and the dispute resolution system(including complaints and due process hearings), showing the findings and number of corrections

in each monitoring priority area (General Supervision, Free Appropriate Education in the Least Restrictive Environment, Parent Involvement, Transitions, Disproportionality, and Utah Requirements). Display 15-3 documents the corrections of findings of noncompliance identified in previous APRs (FFY 2004, FFY 2005, and FFY 2006) which were not corrected within one year from identification. Display 15-4 describes how the findings have been grouped and reported in each monitoring priority area.

Display 15-1: Percent of Correction of Identified Noncompliance Within One Year Over Time

	FFY 2004 (2004-2005) Baseline	FFY 2005 (2005-2006)	FFY 2006 (2006-2007)
	Identified 03-04 Corrected Within 1 Year	Identified 04-05 Corrected Within 1 Year	Identified 05-06 Corrected Within 1 Year
Target	100%	100%	100%
% of Correction of Noncompliance	79.7%	86.8%	95%
# of Total Findings	99	190	589
# of Total Findings Corrected within One Year	79	165	559

The State's general supervision system includes the Utah Program Improvement Planning System (UPIPS) monitoring process (described in detail at end of the indicator) and dispute resolution process. As noncompliance is identified, it is reported as a finding, in which individual instances of noncompliance in a local education agency (LEA) involving the same legal requirement (under IDEA and Utah Special Education Rules) are grouped together as one finding (except for findings identified through State complaints or due process hearings). An LEA would have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the SEA, the LEA must correct the noncompliance as soon as possible, but in no case later than one year. Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the State verifies through follow-up review of data, other documentation, and/or interviews that the noncompliance has been corrected and notifies the LEA in writing of that correction, which must occur as soon as possible, but in no case later than one year from the date of the notification of noncompliance.

Display 15-2: General Supervision System Data (Monitoring and Dispute Resolution) Showing All Findings and Timely Corrections in each Monitoring Priority Area

	FFY 2005 (2005-2006) Identified 04-05 Corrected Within 1 Year	FFY 2006 (2006-2007) Identified 05-06 Corrected Within 1 Year
FAPE	# of LEAs Monitored = 51	# of LEAs Monitored = 76
	# of Findings = 66 (10 were from dispute resolution process)	# of Findings = 124 (2 were from dispute resolution process)
	# Corrected within 1 year = 58	# Corrected within 1 year = 117
	% Corrected within 1 year = 88%	**% Corrected within 1 year = 94.35%**
General Supervision	# of LEAs Monitored = 51	# of LEAs Monitored = 76
	# of Findings = 57 (2 were from dispute resolution process)	# of Findings = 301 (1 was from dispute resolution process)
	# Corrected within 1 year = 49	# Corrected within 1 year = 291
	% Corrected within 1 year = 86%	**% Corrected within 1 year = 96.68%**
Parent Involvement	# of LEAs Monitored = 51	# of LEAs Monitored = 76
	# of Findings = 42 (1 was from dispute resolution process)	# of Findings = 141 (1 was from dispute resolution process)
	# Corrected within 1 year = 33	# Corrected within 1 year = 129
	% Corrected within 1 year = 79%	**% Corrected within 1 year = 91.49%**
Transitions	# of LEAs Monitored = 51	# of LEAs Monitored = 57
	# of Findings = 17 (0 were from dispute resolution process)	# of Findings = 21 (0 were from dispute resolution process)
	# Corrected within 1 year = 17	# Corrected within 1 year = 20
	% Corrected within 1 year = 100%	**% Corrected within 1 year = 95.24%**
Disproportionality	N/A	# of LEAs Monitored = 76
		# of Findings = 0 (0 were from dispute resolution process)
		# Corrected within 1 year = N/A
		% Corrected within 1 year = N/A
Utah Requirements	# of LEAs Monitored = 51	# of LEAs Monitored = 76
	# of Findings = 8 (0 were from dispute resolution process)	# of Findings = 2 (0 were from dispute resolution process)
	# Corrected within 1 year = 8	# Corrected within 1 year = 2
	% Corrected within 1 year = 100%	**% Corrected within 1 year = 100%**

Display 15-3: Corrections on Findings which were not Completed in a Timely Manner

FAPE		FFY 2004	FFY 2005	FFY 2006
	Findings of Noncompliance which Exceeded the Timeline	N/A	8 findings in 3 LEAs were overdue for correction during FFY 2006.	7 findings in 5 LEAs are overdue for correction during FFY 2007.
	Correction History	N/A	During FFY 2006, 7 of 8 findings in 2 LEAs identified in FFY 2005 were corrected (88%). During FFY 2007, the 1 remaining finding in 1 LEA identified in FFY 2005 was corrected.	As of December 2007, 4 findings in 2 LEAs have been corrected.
	Results	**100% of all findings from FFY 2004 have been corrected.**	**100% of all FFY 2005 findings in this area have been corrected.**	**3 findings in 3 LEAs from FFY 2006 remain to be corrected during FFY 2007.**
General Supervision		**FFY 2004**	**FFY 2005**	**FFY 2006**
	Findings of Noncompliance which Exceeded the Timeline	N/A	8 findings in 3 LEAs were overdue for correction during FFY 2006.	10 findings in 8 LEAs are overdue for correction during FFY 2007.
	Correction History	N/A	During FFY 2006, 6 of 8 findings in 2 LEAs identified in FFY 2005 were corrected (75%). During FFY 2007, the 2 remaining findings in 1 LEA identified in FFY 2005 was corrected.	As of December 2007, 9 findings in 7 LEAs have been corrected.
	Results	**100% of all findings from FFY 2004 have been corrected.**	**100% of all FFY findings in this area have been corrected.**	**1 finding in 1 LEA remains to be corrected during FFY 2007 .**
Parent Involvement		**FFY 2004**	**FFY 2005**	**FFY 2006**
	Findings of Noncompliance which Exceeded the Timeline	N/A	9 findings in 4 LEAs were overdue for correction during FFY 2006.	12 findings in 8 LEAs are overdue for correction during FFY 2007.
	Correction History	N/A	During FFY 2006, 8 of 8 findings in 3	As of December 2007, 8 findings in

			LEAs identified in FFY 2005 were corrected (75%).	6 LEAs have been corrected.
	Results	**100% of all findings from FFY 2004 have been corrected.**	**1 finding in 1 LEA remains to be corrected during FFY 2007.**	**4 findings in 2 LEAs remain to be corrected during FFY 2007.**
Transitions		**FFY 2004**	**FFY 2005**	**FFY 2006**
	Findings of Noncompliance which Exceeded the Timeline	N/A	N/A	1 finding in 1 LEA is overdue for correction during FFY 2007.
	Correction History	N/A	N/A	As of December 2007, 1 finding in 1 LEA has been corrected as shown in indicator 13 data displayed in Display 15-5.
	Results	**100% of all findings from FFY 2004 have been corrected.**	**100% of all findings from FFY 2005 have been corrected.**	**100% of all findings from FFY 2006 have been corrected.**
Disproportionality		**FFY 2004**	**FFY 2005**	**FFY 2006**
	Findings of Noncompliance which Exceeded the Timeline	N/A	N/A	N/A
	Correction History	N/A	N/A	N/A
	Results	**N/A**	**N/A**	**N/A**
Utah Requirements		**FFY 2004**	**FFY 2005**	**FFY 2006**
	Findings of Noncompliance which Exceeded the Timeline	N/A	N/A	N/A
	Correction History	N/A	N/A	N/A
	Results	**100% of all findings from FFY 2004 have been corrected.**	**100% of all findings from FFY 2005 have been corrected.**	**100% of all findings from FFY 2006 have been corrected.**

Display 15-4: Monitoring Priority Areas with Breakdown of How Findings are Applied in Display 15-2

General Supervision	Parental Involvement

• Child Find
• Forms
• Surrogate Parents
• Evaluation/Eligibility/IEE
• Timelines (Evaluation and Reevaluation)
• Qualified Staff/Paraeducator Job Description
• Confidentiality
• Policies and Procedures
• Fiscal Audit
• Evaluation Materials
• Complaint and Due Process
• Referral Process
• Professional Development
	• Copies to Parents
	• Written Prior Notice of Actions
	• Notice of Meeting
	• Progress Reports
	• Procedural Safeguard Notice
	• Parental Consent
	   ▪ Evaluate
	   ▪ Placement in Special Education
	   ▪ Invite Outside Agency

FAPE in the LRE	**Transitions**

• IEPs
   ○ PLAAFPs
   ○ Goals
   ○ Related Services
   ○ Special Factors
   ○ State-wide Assessment
   ○ Extended School Year (ESY)
   ○ Behavior Intervention Plan (BIP)
   ○ Health Care Plan
   ○ Accommodations
   ○ Service Delivery
• Timelines (IEP and Placement)
• Access to the General Curriculum
• Team Membership
• LRE/Placement
• Request for IEP meetings
• Discipline
• Graduation/Drop Out Rates
	• 3 to 3
	   ▪ Transition Planning with EI
	   ▪ IEP in Place by 3rd Birthday
	• School to Post School
	   ▪ Transition Plans, 16+
	   ▪ Age of Majority
	   ▪ Age-Appropriate Assessments
	   ▪ Course of Study
	   ▪ Interagency Involvement

Disproportionality
• Prevalence and Categories of Disabilities • Race and Ethnicity

Additional Utah Requirements **(Will no longer apply in FFY 2007 due to State rule changes)**
• At Risk Documentation • Least Restrictive Behavior Interventions (LRBI) Committee • Caseload Limits

Display 15-5 shows how applicable findings reported in Display 15-2 apply to the other State Performance Plan (SPP) compliance indicators. While all findings of noncompliance were reported in Display 15-2, only some of them directly applied to each compliance indicator. Since many findings could be applied to multiple indicators, it was decided to group and report those by monitoring priority area when reporting all data together.

Display 15-5: Findings and Corrections Organized by Indicator

	FFY2005			FFY2006		
	# of Total Findings Identified FFY 2004	# of Total Findings Corrected within One Year	% Correction of Noncompliance	# of Total Findings Identified FFY 2005	# of Total Findings Corrected within One Year	% Correction of Noncompliance
Indicator 4A	7	6	86%	3	3	100%
Indicator 9	N/A			0	N/A	N/A
Indicator 10	N/A			0	N/A	N/A
Indicator 11	N/A			10	10	100%
Indicator 12	5	5	100%	4	4	100%
Indicator 13	12	12	100%	19	18	95%

Valid and Reliable Data:

Data reliability and validity were ensured through a collection process that used multiple methods. Data were collected during on-site visits, desk audits, LEA Self-Assessment Reports, and from the State dispute resolution process. Data are representative of the State due to the representativeness of the UPIPS cohort (see UPIPS Monitoring description at end of indicator). Contract reviewers and LEA representatives were trained in the UPIPS-SRR data collection system at least annually. LEAs who do not choose to use the UPIPS-SRR system submit their checklist to the Monitoring Specialist for review. Data are also verified through a process in which some files are randomly selected to be reviewed twice, by two different reviewers, to ensure data are correct. In addition, monitoring results are verified in all monitored LEAs through cross data checking (between LEA submitted reports and data, USOE desk audits, LEA self-assessment reports, and additional on-site data collection by the LEA and/or the USOE).

Discussion of Improvement Activities Completed for FFY 2006:

1. Utilize UPIPS and UPIPS-SRR program to collect data on LEA compliance. Completed and ongoing.

    - The UPIPS monitoring data were collected from all LEAs.
    - The UPIPS-SRR was used to collect data from the SEA level from 22 LEAs and was known to be used at the LEA level, for self-assessment, additional data collection, and training for 24 LEAs.

2. Track correction of LEA areas of noncompliance within 1 year timeline. Completed and ongoing.

    - A database is maintained and updated frequently (as LEAs submit data) to track progress of each LEA in their correction of noncompliance.
      - The database is grouped by UPIPS year.
      - The database shows all UPIPS requirements for each year.
      - The database shows all findings, progress, and correction dates for each LEA.
      - The database is used to record both deadlines and dates of corrections.
      - As the data is received, it is checked for accuracy by SEA staff, and approval is documented on the database.

- A formal letter is then sent to the LEA updating them on the approval of submitted data and current status on UPIPS requirements.
- Correction of non-compliance within the one year timeline is documented and tracked from written notification from USOE to LEA of non-compliance to official notification from USOE to LEA stating the non-compliance is corrected.
- Data stored in the database are randomly checked for accuracy monthly by USOE staff.

3. Conduct training for LEAs in areas of uncorrected noncompliance. Completed and ongoing.

- Training was conducted by the SEA on uncorrected noncompliance for 9 LEAs.
- The training resulted in correction of noncompliance from all LEAs receiving training.

4. Recollect data on LEA compliance status after training. Completed and ongoing.

5. Conduct training for LEA Directors of Special Education on documentation of correction of noncompliance identified through State formal complaints, mediations, resolution sessions, and due process hearing decisions. Completed and ongoing.

- Training was conducted by the SEA for all LEAs at a State-wide meeting on 11/2/06.

- Follow up discussions were held on an individual basis with LEA Directors as needed.

6. Evaluate the results of activities from 2005 – 06 and determine additional activities based on those data. Completed and ongoing.

- LEA activity results are evaluated as they are received by the SEA, which provides the individual LEAs with immediate feedback and support, as needed.

7. Provide training opportunities to LEAs in self-assessment year on areas of concern State-wide. Completed and ongoing,
- Training opportunities were offered by the SEA to all LEAs on areas such as transitions, assessments, evaluation and eligibility, IEP development, etc. In addition to in-person training, PowerPoint presentations are available online for all aspects of the USBE Special Education Rules, and information is provided at State-wide special education meetings.
- All LEAs were also provided with technical assistance by the USOE staff on an as-needed basis.
- Mandatory training will be implemented for those LEAs with continuing noncompliance as not all LEAs chose to receive professional development, as needed.

8. Target SEA training in the areas with continued noncompliance by providing multiple training opportunities and methods to LEAs. Completed and ongoing.
- Training opportunities were offered by the SEA to all LEAs on areas such as transitions, assessments, evaluation and eligibility, IEP development, etc. In addition to in-person training, PowerPoint presentations are available online for all aspects of the USBE Special Education Rules, and information provided at State-wide special education meetings and through teleconferences.
- All LEAs were also provided with technical assistance by the USOE staff on an as-needed basis, either in person or by phone or email.
- Mandatory training will be implemented for those LEAs with continuing noncompliance as not all LEAs chose to receive professional development, as needed.

9   Develop a Monitoring Steering Committee with representation from charter schools, small districts, medium districts, large districts, parents of students with disabilities, and representation from the Utah Special Education Advisory Committee. The Monitoring Steering Committee will provide feedback with the development of a "Framework for Assistance and Interventions," which will specify enforcement actions. Completed. .
- Formed a Steering Committee with representation from all stakeholders
- Held at least 3 Steering Committee meetings
- Developed draft documents that address determinations and alternate methods of support for LEAs with continuing noncompliance

Explanation of Progress or Slippage that occurred for FFY 2006:

Progress:

- The implementation of several activities has resulted in progress through a significant increase in correction of non-compliance within LEAs as soon as possible but in no case later than one year. LEAs are regularly informed of their progress and follow-up visits are scheduled by the USOE if timely and accurate data are not submitted documenting correction of noncompliance. LEAs have participated in multiple conversations regarding the importance of corrections, ways to document the correction, and have responded positively to the requirements, as they now can see the correlation of this indicator with the SPP and their resulting Annual Performance Report (APR) determinations.
- All LEAs with findings of noncompliance in FFY 2004 and FFY 2005 (except one finding in one LEA) have corrected their findings of noncompliance as of December 2007 (see Slippage for explanation of State enforcement actions).
- 76 LEAs were monitored during FFY 2006. Of those 76 LEAs, only six findings remain uncorrected in three LEAs as of December 2007 (see Slippage for explanation of State enforcement actions).
- LEAs have seen how the result of correction of noncompliance affects their APR determinations, in either a positive manner or through enforcement actions for continuing noncompliance.
- All LEAs with noncompliance identified through the State complaint process corrected 100% of their procedural errors and submitted documentation of those corrections to the USOE as soon as possible but in no case later than 1 year.
- Correction of noncompliance increased significantly in three of six monitoring priority areas (General Supervision, FAPE, and Parent Involvement).
- Utah Requirements (additional components from previous Utah Special Education Rules which went beyond IDEA 2004) maintained a rate of 100% of correction of noncompliance as soon as possible but in no case later than one year.
- Disproportionality had no findings of noncompliance.
- Timely correction occurred on indicators 11 and 12. 100% of all findings of noncompliance were corrected as soon as possible but in no case later than one year, as verified by additional data collection. Data collection occurred with additional special education files monitored in each LEA with findings of noncompliance in this area, to ensure that initial evaluations are completed within 60 days of parent consent.
- Indicator 4A (suspensions and expulsions) had a decreased number of findings of noncompliance from FFY 2005 to FFY 2006 and demonstrated 100% of correction of noncompliance as soon as possible but in no case later than one year during FFY 2006, which was improved from the FFY 2005 rate of 86%.
- Indicators 9 and 10 (disproportionality) had zero findings of noncompliance related to the LEAs' policies and procedures and misidentification of students with disabilities during FFY 2006.

Slippage:

- Although significant progress (95%) has been made on this indicator, Utah has not yet met the target of 100% compliance. Not all LEAs met the required timelines for submitting documentation of the correction of noncompliance. Follow up visits have been scheduled with these LEAs and enforcement actions will be utilized to help assist the LEAs with corrections. In addition, two activities have been added to the SPP to address this by promoting a better understanding of the process. State-wide, most LEAs have been able to implement changes and correct noncompliance rapidly. As of December 2007, there is one remaining LEA with one uncorrected finding from FFY 2005.
- Enforcement actions have been implemented for all LEAs with identified findings of noncompliance that were not corrected within one year, including additional technical assistance, mandatory professional development, contact with the LEA Superintendent to inform of the noncompliance, requirement of a CAP to specifically address the continuing noncompliance, delay of IDEA funds, and notification in writing of the noncompliance. Enforcement actions were tailored to the needs of the LEAs, including length of time of noncompliance and documented LEA actions towards corrections. Fortunately, these enforcement actions have only needed to be used with a few select LEAs, as the majority complete their corrections of noncompliance in a timely manner.
- Correction of noncompliance decreased in the areas of transitions, specifically in school to post-school transitions State-wide. This decrease was due to one LEA who failed to revise practices after the provision of training and individualized technical assistance (20 of 21 findings were corrected.)
- Timely correction occurred on indicator 13, as demonstrated by verification of data by the SEA and LEA which documented that affected student special education files contained corrected and complete transition plans. Furthermore, additional special education files of students of transition age were monitored in those LEAs to ensure that the corrections were applied systemically. However, correction did not occur in all LEAs with findings. As described above, one LEA failed to achieve correction within one year (please refer to enforcement actions described above).

Response to OSEP Concerns:

In response to the OSEP SPP response letter dated March 15, 2006, the State revised the State Performance Plan (SPP) to reflect the revised baseline data for FFY 2004. FFY 2005 APR data results reported included noncompliance that was timely corrected in State complaints and due process hearings, which are included in the general supervision system. That information has been included in Display 15-2 and clarified throughout this APR. Also included in this APR under explanation of progress and slippage, is a report on the continued effort of the State to bring LEAs into compliance, including continuing enforcement actions. Improvement strategies have been revised and clarified, with implementation steps added. Display 15-4 has been added to demonstrate the tracking and correction of noncompliance which has exceeded the one year timeline. Also included in Display 15-5 is a disaggregation by APR indicator the status of timely correction of noncompliance findings identified by the State during FFY 2005. Display 15-6 addresses the issue of correcting previous noncompliance with early childhood transition requirements identified in previous APRs, although FFY 2002 and 2003 can not be addressed as the State did not have systems in place for the data reporting that is now required in the APR. Although it is now impossible to track these data, we currently have appropriate systems in place and can document the data back through FFY 2004 as indicated in Display15-6.

Display 15-6: Findings and Corrections for Indicator 12

FFY2004			FFY2005			FFY2006		
# of Total Findings Identified in FFY 2003	# of Total Findings Corrected within One Year	% Correction of Non-compliance	# of Total Findings Identified in FFY 2004	# of Total Findings Corrected within One Year	% Correction of Non-compliance	# of Total Findings Identified in FFY 2005	# of Total Findings Corrected within One Year	% Correction of Non-compliance
1	1	100%	5	5	100%	4	4	100%

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. NEW Develop a Monitoring Steering Committee with representation from charter schools, small districts, medium districts, large districts, parents of students with disabilities, and representation from the Utah Special Education Advisory Committee. The Monitoring Steering Committee will provide feedback with the development of a "Framework for Assistance and Interventions," which will specify enforcement actions.	Spring, 2007	Charter Schools, Small Districts, Medium Districts, Large Districts, Parents of Students with Disabilities, Representation from the Utah Special Education Advisory Committee	Developing the framework through a Monitoring Steering Committee ensure stakeholder input.
2. NEW Provide LEAs with prompt feedback on FFY 2006 APR results • Disaggregate FFY 2006-2010 APR data to the LEA level • Disseminate APR data to each LEA at least twice each year	Spring, 2008 through 2011	USOE Staff, IDEA discretionary funds	Providing prompt feedback on indicator performance will increase LEA understanding of requirements and resulting consequences of LEA performance on the APR.

• Provide a forum for discussion about APR data in two State-wide meetings • Prompt for questions through an annual APR Determinations letter			
3. NEW Develop the USOE Framework for Recognition, Assistance, and Intervention with all LEAs • Update the USOE Framework for Recognition, Assistance, and Intervention annually • Disseminate the Framework to each LEA at least twice each year • Provide a forum for discussion about APR data and how it relates to the Framework document in two State-wide meetings • Prompt for questions through an annual APR Determinations letter, including LEA APR data and the Framework.	Winter, 2007-2008 through 2011	USOE staff, UPDC staff, IDEA discretionary funds	Reviewing the actions that may occur at each determination level with LEAs frequently will increase LEA understanding of requirements and resulting consequences of LEA performance on the APR.

4. NEW Implement actions described in the USOE Framework for Recognition, Assistance, and Intervention with all LEAs, including the use of incentives for LEAs with timely corrections and enforcement actions for LEAs with continuing uncorrected noncompliance. • Disaggregate FFY 2006-2010 APR data to the LEA level • Apply the LEA level data to the Framework and make determinations annually • Implement Framework actions as indicated by the APR data, as determined by a USOE team	Winter, 2007 through 2011.	USOE Staff, IDEA discretionary funds	Enforcement actions that occur at each determination level (including incentives, technical assistance, etc.) will increase LEA understanding of requirements and resulting consequences of LEA performance on the APR, resulting in an increase of corrections within the timeline.
5. NEW Provide targeted professional development to specific procedural errors in specific LEAs with continuing noncompliance. • Identify LEAs with uncorrected findings of noncompliance • Offer professional development to all LEAs State-wide	Winter, 2007 through 2011.	USOE staff, UPDC staff, IDEA discretionary funds	Trainings will be mandatory for LEAs with continuing noncompliance which exceeds one year. Following training, LEA staff will need to submit documentation that demonstrates application of skills learned during the mandatory training.

• Ensure LEAs with continuing noncompliance beyond one year receives mandatory professional development in those areas • Collect additional data to verify corrections.			

UPIPS Monitoring Process: The Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of districts is included in each year's cohort. The selection criteria for districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. LEAs were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique conformation of Utah's 40 school districts, there are four districts of 50,000+ students. Four of the five cohorts for monitoring contain one of these very large districts, and the fifth contains two districts with enrollments of at least 25,000 students. Each of the five cohorts also includes districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of ELL students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for State monitoring after being assigned to a cohort based upon location and size. Charter schools were assigned to the monitoring cycle as follows. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year because staff members at the USOE think it is more important to let charter schools know immediately what the rules and regulations are regarding IDEA. If they were randomly assigned to a monitoring year, it could be five years before a given charter school was monitored. This is unacceptable given the importance of adhering to special education law – some of which charter school staff members may be somewhat unfamiliar with.

Each LEA is monitored each year throughout the five years through self-assessment, on-site visits, desk audits, annual performance reports, and/or data reporting. Due process system data from complaints and hearings is also reviewed and included as part of the monitoring process. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification and improvement. In Year 1, the LEA is charged with involving key stakeholders in the development of a Self-Assessment Report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a Corrective Action Plan (CAP) and Program Improvement Plan (PIP) that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. During Year 2, based upon an off-site review of the LEA data, submitted as part of the Self-Assessment Report and from annual 618 data, an on-site visit may be scheduled in which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEAs' self-collected data and to determine if improvement efforts, as part of the CAP and PIP, have been successful. Years 3-5 of the UPIPS process tracks the status of each LEAs' CAP and PIP, including the correction of identified compliance errors within one year. The CAP is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual data.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
FFY 2006 (2006 - 2007)	One hundred (100) percent of signed written complaints will have reports issued or be otherwise resolved within the 60 –day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Actual Target Data for FFY 2006:

Display 16-1: Number and Percent of Complaints Resolved within the Timeline

	FFY2006
Complaints received	9
Complaints resolved w/in timeline	7
Complaints resolved w/in properly extended timeline	2
Percent resolved w/in timeline or properly extended timeline	100%

The target of 100% was met.

Display 16-2 provides the details about the complaints received as reported in Table 7.

Display 16-2: Complaint Information as Reported in Table 7

Section A: Written, Signed Complaints	
(I) Written, signed complaints total	9
(I.I) Complaints with reports issued	9
(a) Reports with findings	2
(b) Reports within timeline	7
(c)Reports within extended timelines	2
(1.2) Complaints withdrawn or dismissed	0
(I.3) Complaints pending	0
(a) Complaint pending a due process hearing	N/A

Valid and Reliable Data:

All written complaints received are date stamped by the USOE and the timeline is monitored by the Compliance Officer to ensure accurate timeline data. Final reports are disseminated to the parties, providing an additional opportunity to review the accuracy of data. USOE special education support staff are trained on procedures for date stamping documents for date of receipt as well as the appropriate staff member to receive data. Procedures are intended to ensure reliable and valid data as well as maintain confidentiality.

Explanation of Progress or Slippage that occurred for FFY 2006:

As can be seen in Display 16-3, the 100% rate has been achieved for the past two years. This is due to a reduction in the Compliance Officer's workload and increased communication between the USOE and the Disability Law Center (P&A). Additionally, the total number of complaints received decreased from 20 in FFY2004 to 9 in FFY2005 and FFY2006. This is a result of early dispute resolution procedures, including facilitated IEP meetings and mediation at earlier stages of disputes, as well as the improved collaboration between the USOE and the Disability Law Center (P&A).

Display 16-3: Number and Percent of Complaints Resolved within the Timeline, Results Over Time

	FFY2004	FFY2005	FFY2006
Complaints received	20	9	9
Complaints resolved w/in timeline or properly extended timeline	18	9	9
Percent resolved w/in timeline or properly extended timeline	90%	100%	100%

Discussion of Improvement Activities Completed for FFY 2006:

1. Continue quarterly meetings with Disability Law Center (P&A) to coordinate efforts on State formal complaints. Completed and ongoing.

   - The USOE has conducted the meetings and has endeavored to build a collaborative relationship with the DLC in order to resolve conflicts in a more expeditious, amicable manner and to identify and address potential problems proactively to prevent dispute. In addition to quarterly meetings, the Compliance Officer and USOE Specialists effectively communicate and collaborate with the DLC for purposes of acquiring stakeholder input, providing technical assistance training and etc. This collaborative relationship benefits all stakeholders and has contributed to reducing the number of signed written complaints filed.

2. Evaluate the results of activities from 2005 – 07 and determine additional activities based on those data. Completed and ongoing.

   - During the 2006 – 2007 school year, Utah successfully met the target goal of resolving 100% of the complaints filed within the 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. We strongly believe that the activities undertaken contributed to meeting the target by:

     - reducing the workload of the Compliance Officer to allow for more expeditious completion of complaint appeal investigations and reports; and

     - facilitating more effective communication with the Disability Law Center, Protection and Advocacy Agency, thereby enabling potential topics of complaints to be addressed proactively and actual complaints to be resolved earlier.

   - Additionally, early dispute resolution procedures, including facilitated IEP meetings and mediation at earlier stages of disputes, contributed to reduced filings of formal State complaints by greater than 50%.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. REVISED TIMELINE Continue to develop Utah's system of dispute resolution in order to encourage more productive communication as early resolution of problems.	2008 through 2011	Compliance Coordinator, IDEA funds, P&A, UPC	Utah strives to resolve IDEA disputes as early as possible. Because this system of dispute resolution facilitates improved relationships between eligible students and their families as well as contributes to maintaining the 100% target goal, the dispute resolution system will continue to be nurtured and developed. This activity was not addressed during this APR period since the Utah Rules were not yet revised. Rules were finalized in November, 2007. As a result, the timeline for this activity was shifted to 2008 – 2011.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
FFY 2006 (2006 - 2007)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-daytimeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2006:

Display 17-1: Number and Percent of Due Process Hearings Resolved within the Timeline

	FFY2006
Due Process Hearing requests filed	7
Resolution sessions	7
Resolutions reached without a hearing and within timeline	6
Decisions w/in timeline	0
Decisions w/in properly extended timeline	1
Percent resolved w/in timeline or properly extended timeline	100%

The target of 100% was met.

Display 17-2 provides the details about the hearing requests as reported in Table 7.

Display 17-2: Hearing Request Information as Reported in Table 7

Section C. Hearing Requests	
(3) Hearing requests total	7
(3.l) Resolution sessions	7
(a) Settlement Agreements	6
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	6

Valid and Reliable Data:

The State Compliance Officer monitors due process hearing complaints as they are filed and during the process. Date stamping is used to ensure accurate dating.

Explanation of Progress or Slippage that occurred for FFY 2006:

As can be seen in Display 17-3, the percent of hearing process requests resolved within the timeline has been 100% for the past two years. Both the LEA and parent were notified upon every request for a due process hearing.   Utah strongly encourages mediation or facilitation as a way to resolve disputes in the most expeditious and amicable fashion. Mediation or facilitation is always offered and encouraged at the onset of the due process hearing resolution session. Six (6) due process hearing requests filed were settled during the resolution session time period or with an extension of the time period by mutual agreement. One (1) hearing request filed proceeded to a hearing on the merits with a decision rendered by a hearing officer. That hearing was completed during the time period or with an extension of the time period by mutual agreement.

Display 17-3: Number and Percent of Due Process Hearings Resolved within the Timeline

Results Over Time

	FFY2005	FFY2006
Due Process Hearing requests filed	4	7
Resolution sessions	4	7
Resolutions reached without a hearing and within timeline	4	6
Decisions w/in timeline or properly extended timeline	N/A	1
Percent resolved w/in timeline or properly extended timeline	100%	100%

Discussion of Improvement Activities Completed for FFY 2006:

1. Complete training of current Due Process Hearing Officers (DPHOs) to update on requirements of the new 2004 IDEA statute. Completed and ongoing.

2. Recruit additional DPHO candidates who meet the 2004 statutory recommendations for expertise, as needed. Completed and ongoing.

3. Notify LEA and parent of required timelines upon every request for a due process hearing. Completed and ongoing.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Activity	Timeline	Resources	Justification
1. REVISED Explore possibilities for expanding the pool of Hearing Officers for IDEA due process hearings by • merging with the pool utilized for the Utah Professional Practices Performance Commission and; • contracting with out of State hearing officers with IDEA hearing experience willing to learn the Utah Rules.	June 2007 through 2008	State Director of Special Education, Compliance Officer, Mountain Plains Regional Resource Center (MPRRC) and USOE Staff Attorneys, USOE staff as needed.	Because Utah has so few due process hearing requests that are fully adjudicated, it is a challenge to keep DPHOs interested in attending the training required to remain eligible for our panel. By merging the two groups of hearing officers, we may be able to expand the number of hearing officers available by providing increased opportunities to serve. Additionally, hearing officers with experience in IDEA due process hearings may be willing to learn the Utah Rules in order to be added to the Utah DPHO panel.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: 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)

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Display 18-1: Number of Resolution Sessions Held

	2006-2007
Number of Resolution Sessions Held	7

Since the number of resolution sessions held remained under 10 for FFY2006, Utah is not required to report on this indicator.

Response to OSEP Concerns:

OSEP Concerns	Response
Throughout the SPP discussion for this indicator, USOE referred to resolution sessions as "mandatory." In the FFY 2006 APR, due February 1, 2008, USOE must revise the language in the explanation of its resolution process to be consistent with the requirements in 34 CFR §200.510	Wording was changed in the State Performance Plan for 2005-2010. "*Resolution sessions will be conducted by LEAs in each instance where a request for a due process hearing is made by a parent, unless the parties agree in writing to waive the resolution session or decide to use the mediation process.*"

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

Measurement:
Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Display 19-1: Number of Mediations

	FFY2006
Number of Mediations Held	3

Since the number of mediations held remained under 10 for FFY2006, Utah is not required to report on this indicator.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

Measurement:

State reported data, including 618 data and annual performance reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Data Sources: 618 data, UPIPS Monitoring data.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	One hundred (100) percent of 618 reports, State Performance Plan and Annual Performance Report will be accurate and submitted on time

Actual Target Data for FFY 2006:

Display 20-1: Percent of 618 Data and APR Data Submitted on Time and Accurately

A. APR Grand Total	63
1. Timeliness (Timely Submission points)	5
2. Accuracy (Subtotal points)	58
B. 618 Grand Total	56
1. Timeliness (Timely Subtotal x 2)	14
2. Accuracy ((B. + C. + D. Subtotals) x 2)	42
C. APR Grand Total (A) + 618 Grand Total (B)	119
D. Subtotal (C/119)	1.000
a. Overall Timeliness Score ((A1+B1)/19)	100.0%
b. Overall Accuracy Score ((A2+B2)/100)	100.0%
E. Overall Indicator Score (Subtotal D x 100)	100.0%

The target of 100.0% was met.

All 618 data Reports required by OSEP were completed and submitted on time. Child Count, FAPE and Assessment were submitted on February 1, 2007. EXIT, Discipline and Personnel reports were submitted by November 1, 2007. The Utah Annual Performance Plan was submitted on time and modifications and suggestions for improvements and additional data required by OSEP were completed on time as per instructions.   Displays 20-2 and 20-3 provide details of the timeliness and accuracy calculations.

Valid and Reliable Data:

Data collections for the current APR are from 618 Data, general supervision data including UPIPS monitoring and data from the State dispute resolution system, survey data, sharing of data with Part C, data collected in the USOE Data Clearinghouse, and data submitted by individual LEAs at the request of USOE. Great lengths have been taken, in each data collection for the 20 indicators reported, to insure validity and accuracy. The validity, accuracy, and reliability procedures have been documented for each indicator and are also displayed in the chart below.

Display 20-2: Detailed Information on the Timeliness and Accuracy of APR Data

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	58
APR Score Calculation		**Timely Submission Points** - If the FFY2006 APR was submitted on-time, assign 5 points.		5

Grand Total - (Sum of subtotal and Timely Submission Points) =	63
Percent Timely Score (Timely Submission/5)	100.0%
Percent Accurate Score (Subtotal/58)	100.0%
Percent Score for SPP/APR data (Grand Total/63)	100.0%

Display 20-3: Detailed Information on the Timeliness and Accuracy of 618 Data

Table	A. Timely	B. Complete Data	C. Passed Edit Check	D. Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
SUBTOTAL	7	7	7	**7**	28
618 Score Calculation	**Grand Total** (Subtotal X 2) =				56
	Percent Timely Score (A. Timely Subtotal/7)				100.0%
	Percent Accurate Score(B. + C. + D. Subtotals/21)				100.0%
	Percent Score for 618 data (Grand Total/56)				100.0%

Explanation of progress or slippage that occurred for FFY 2006:

As indicated in Display 20-3, the 100% rate has been maintained. In FFY2005, the scoring rubric checklist was not used which is why a comparison of raw data over time is not provided; however a similar process was used.

Display 20-4: Percent of Timeliness and Accurate Data, Results Over Time

	FFY2005	FFY2006
a. Overall Timeliness Score	100.0%	100.0%
b. Overall Accuracy Score	100.0%	100.0%
Overall Indicator Score	100.0%	100.0%

For FFY 2006, Utah used the recommended scoring rubric from OSEP. Utah also addressed the validity and reliability of the data within each indicator.

Response to OSEP Concerns

In the June 2007 letter, OSEP expressed concern about the validity and reliability of the State's data for FFY 2005 for Indicators 11, 12, and 13. The letter stated that the State must consider the accuracy of its APR data when reporting data for this indicator. Displays 20-2 and 20-3 of the FFY06 APR charts the accuracy of information. Also, each indicator includes a section on the validity and reliability of the data pertaining to that specific indicator. Indicators 11, 12, and 13 include corrected FFY05 data.

Discussion of Improvement Activities Completed for FFY 2006:

1. Inform LEAs of all new data collection elements, based on new 618 reports and SPP, and procedures for collection and submission of the data. Completed and ongoing.

   - All LEAs are aware of the new data collections elements and how to collect and submit these data.

2. Train LEA data managers and special education directors on new data collection procedures and timelines. Completed and ongoing.

   - All LEA data managers and special education directors were trained and are aware of new data collection procedures and timeliness.

3. Collaborate and communicate with USOE personnel regarding data needs. Completed and ongoing.

   - Several meetings have been held and the technology people and others at the USOE are very aware of the immediate data needs and those of the future.

4. Utilize 618 data profiles and UPIPS data in decision making and professional development activities. Completed and ongoing.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

None.

APPENDIX A
ACRONYMS

APR	Annual Performance Report
AUT	Autism
AYP	Adequate Yearly Progress
BIP	Behavior Intervention Plan
CAP	Corrective Action Plan
CRT	Criterion-Reference Test
CTE	Career and Technical Education
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DLC	Disability Law Center
DPHO	Due Process Hearing Officer
DWS	Department of Workforce Services
ECO	Early Childhood Outcome Center
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
EDEN	Education Data Exchange Network
EI	Early Intervention
ELL	English Language Learner
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Education Rights and Privacy Act
FFY	Federal Fiscal Year
GED	General Educational Development
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
IHE	Institute of Higher Education
KSDE	Kansas State Department of Education
LEA	Local Education Agency
LRBI	Least Restrictive Behavior Initiative
LRE	Least Restrictive Environment
MPRRC	Mountain Plains Regional Resource Center
NCLB	No Child Left Behind
NECTAC	National Early Childhood Technical Assistance Center
NSTTAC	National Secondary Transition Technical Assistance Centers
OSEP	Office of Special Education Programs
P&A	Protection and Advocacy
PBIS	Positive Behavioral Interventions and Supports
PIP	Program Improvement Plan
PLAAFP	Present Levels of Academic Achievement and Functional Performance
RISEP	Research Institute for Safe and Effective Programs
RR	Risk Ratio

RtI	Response to Intervention
SCM	Success Case Method
SEA	State Education Agency
SES	Special Education Services
SET	School-wide Evaluation Tool
SLD	Specific Learning Disabilities
SLP	Speech-Language Pathologist
SMH	School Mental Health
SPP	State Performance Plan
SRR	Student Record Review
SWAT	Statewide Assistance Team
SWD	Student with Disabilities
UAA	Utah's Alternate Assessment
UBCST	Utah Basic Competency Skills Test
UBI	Utah's Behavior Initiatives
UPASS	Utah Performance Assessment System for Students
UPC	Utah Parent Center
UPDC	Utah Personnel Development Center
UPIPS	Utah Program Improving Planning System
UPOD	Utah Preschool Outcomes Data
USBE	Utah State Board of Education
USEAP	Utah Special Education Advisory Panel
USOE	Utah State Office of Education
USOR	Utah State Office of Rehabilitation
WIA	Workforce Investment Act
YIC	Youth in Custody

APPENDIX B

Parent Survey—Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please circle either yes (Y), no (N) or not applicable (NA) when available.

Procedural Safeguards	**Yes**	**No**	
1. Did you receive a copy of your procedural safeguards (parent's rights)?	Y	N	
2. Were your procedural safeguards (parent's rights) explained so that you understood them?	Y	N	
3. If you speak a language other than English, does the school communicate with you in that language?	Y	N	NA

Evaluation and Eligibility			
4. Did you sign a consent form before your child was evaluated?	Y	N	
5. Did you have the opportunity to provide input during your child's evaluation?	Y	N	
6. Did the evaluation team listen to and consider your input?	Y	N	
7. Were you invited to a meeting to discuss the results of your child's evaluation?	Y	N	

IEP Development			
8. Was the IEP meeting scheduled at a mutually agreeable time?	Y	N	
9. Did you receive notice of the time and place before each IEP meeting?	Y	N	
10. Were you informed of your right to invite individuals who have knowledge or special expertise about your child to the IEP meeting?	Y	N	
11. Did you bring someone to the IEP meeting?	Y	N	
12. Did a general education teacher attend the IEP meeting?	Y	N	NA
13. Did the principal or his/her representative attend the IEP meeting?	Y	N	
14. Did the team ask for and consider your input on goals for your child's IEP?	Y	N	
15. Were all of your child's needs addressed during the IEP meeting?	Y	N	
16. At your child's IEP meeting, did the team discuss how your child would participate in statewide and district-wide testing?	Y	N	
17. At your child's IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?	Y	N	
18. Did you sign a consent form before your child was placed in special education?	Y	N	

IEP Implementation

19. Are your child's general education teachers aware of your child's learning needs? **Y** **N**

20. Does the staff in the general classroom consistently provide the accommodations and modifications written in your child's IEP? **Y** **N** **NA**

21. Do your child's general education and special education teachers work together to implement the IEP? **Y** **N** **NA**

22. Is your child getting all of the services listed on the IEP? **Y** **N**

23. Are the related services your child receives (i.e., speech therapy, occupational therapy, counseling) helping him/her to benefit from special education services? **Y** **N** **NA**

24. Does your child participate in school activities such as assemblies, after school activities and field trips with non-disabled students? **Y** **N**

25. Do you receive periodic reports on your child's progress toward IEP goals? **Y** **N**

26. Is your child making progress toward meeting the goals on his/her IEP? **Y** **N**

Transition (School to Post-School)

27. If your child is 15 years old or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes)? **Y** **N** **NA**

28. Does your child's IEP provide the direction and plan for helping your child reach his/her long term goals after he/she leaves public school? **Y** **N** **NA**

29. Do you understand your child's graduation requirements? **Y** **N** **NA**

Discipline

30. Has your child been removed from his/her special education program as a result of a disciplinary action this school year (suspended or expelled) for more than 10 days? **Y** **N**

31. Did he/she receive special education services in a different setting during that time? **Y** **N** **NA**

General

32. Does the school provide the information you need to have a positive effect on the quality of your child's program? **Y** **N**

33. Does the school facilitate opportunities for you to provide input about your child's education other than at IEP meetings? **Y** **N**

34. Is there a communication system in place that provides you the opportunity to exchange important information about your student as often as necessary? **Y** **N**

35. Does your school encourage your involvement as a means of improving services and results for your child with disabilities? **Y** **N**

36. Were you ever given information about organizations that offer support for parents with students with disabilities by your school/district? **Y** **N**

37. Have you participated in any training offered by the district, school, other parent groups or the Utah Parent Center? **Y** **N**

Comments:

APPENDIX C

UTAH POST HIGH SCHOOL OUTCOMES SURVEY INTERVIEW QUESTIONS
Interview Questions - Spring 2007

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1. Who is the **person responding** to the interview questions? *(choose one)*
> Former student
> Parent *(natural parent, step-parent, custodial grandparent, parent who is guardian ad litem)*
> Guardian *(legal guardian other than student's parent, foster care parent, custodial group home worker,)*
> Other *(anyone else)*

EMPLOYMENT (Q.2 – Q.8)

2. Which of these **best** describes your **current employment** status?
> I am <u>currently employed</u> or working for pay *(Go to Q.4)*
> I am <u>not</u> currently employed <u>but have worked</u> for pay at sometime since leaving high school *(Go to Q.3)*
> I am <u>not currently</u> employed and <u>have not worked</u> for pay since leaving high school *(Go to Q.8)*
> Don't Know *(Go to Q.9)*
> Refused to answer *(Go to Q.9)*

3. Why are you **<u>not currently working</u>**? *(Choose all that apply)*
> Does not want to work /not looking / volunteering
> Enrolled in school / going to school / full-time student
> Lack of employment opportunities in the local area / Unable to find work
> Lacks necessary employment / lack of skills prevents working
> Lacks transportation / no car / can't get to work
> Has not received necessary services from community agencies (e.g., Voc Rehab, Health & Human Services)
> Family obligations / Homemaker
> Health issues preclude working / Health or disability-related problems prevent working
> Would lose benefits (e.g., SSI/disability/unemployment)
> Laid off / recently dismissed
> Other ("Please describe why you are not currently working
> Don't Know
> Refused to answer

> *The following questions are for the **CURRENT JOB** (if currently working) **OR** if **NOT CURRENTLY WORKING**, for the **JOB THAT WAS HELD FOR THE LONGEST TIME** since leaving high school.*

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4. Is/was the work *(Choose one)*
> In an Integrated, competitive employment setting, where most employees are non-disabled, including farming
> In the Military / Service
> In a Supported Employment setting (paid work or employment program in the community, often with   support services)
> In an Institutional or Residence setting, such as a medical, correctional, convalescent, mental health   facility
> I work out of my Home / Homemaker / Day Care
> In a Sheltered Employment (a setting where most workers have disabilities)
> Other ("Please describe the setting in which you work")
> Don't Know
> Refused to answer

5. How many hours do you (did you) typically work per week? *(Choose one)*
    35 or more hours per week
    Less than 35 hours per week
    Don't Know
    Refused to answer

6. What is/was your typical hourly wage? *(Choose one)*
    Less than minimum wage
    Minimum wage (UT $5.15/hour)
    More than Minimum wage
    Don't Know
    Refused to answer

7. Does/did your job provide <u>benefits?</u> *(Choose one)*
    YES *(Go to Q.9)*
    NO *(Go to Q.9)*
    Don't Know *(Go to Q.9)*
    Refused to answer *(Go to Q.9)*

8. Why **<u>have you not worked</u>** since leaving high school? *(Choose all that apply)*
    Does not want to work /not looking / volunteering
    Enrolled in school / going to school / full-time student
    Lack of employment opportunities in the local area / Unable to find work
    Lacks necessary employment / lack of skills prevents working
    Lacks transportation / no car / can't get to work
    Has not received necessary services from community agencies (e.g., Voc Rehab, Health & Human Services)
    Family obligations / Homemaker
    Health issues preclude working / Health or disability-related problems prevent working
    Would lose benefits (e.g., SSI/disability/unemployment)
    Other ("Please describe why you are not currently working")
    Don't Know
    Refused to answer

POSTSECONDARY EDUCATION & TRAINING (Q.9 –Q.18)

9. Considering all the different kinds of further education and training, such as college, adult or community education, job training or vocational training, which of the following best describes your **current educational status**, keeping in mind that military service is considered under the employment section of this survey? *(Choose one)*
    I am <u>currently </u>participating ***full-time*** in an educational program or pursuing a degree *(Go to Q. 11)*
    I am <u>currently</u> participating ***part-time*** in an educational program or pursuing a degree *(Go to Q. 11)*
    I have **completed an educational program**, training or degree *(Go to Q. 11)*
    I have <u>attended some</u> time since leaving high school **<u>but discontinued</u>** the program before completion
    I have not attended any further educational or training program *(Go to Q. 18)*
    Don't Know *(Go to Q. 19)*
    Refused to answer *(Go to Q. 19)*

10. Why did you **<u>discontinue</u>** a postsecondary education or training program? *(Choose all that apply)*
    Did not want to continue my education/training
    Can't afford to go to continue my education / not enough financial aide to continue
    Working full-time
    No postsecondary 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
    Family obligations / Homemaker
    Health or disability-related problems prevented continuing my education
    Other ("Please describe briefly")
    Don't know
    Refused to answer

11. Have you attended a **2-year College or Community College** since leaving high school?
    Yes
    No
    Don't Know/NA
    Refused to answer

12. Have you attended a **4-year College or University** since leaving high school?
    Yes
    No
    Don't Know/NA
    Refused to answer

13. Have you attended a **Vocational School or Technical College** since leaving high school?
(This means enrolled in a program – not just taking adult education class or community education class)
    Yes
    No
    Don't Know/NA
    Refused to answer

14. Have you participated in a **Short-term education or employment training** program like the Job Corps, WIA (Workforce Investment Act), apprenticeship, on-the-job-training or other training program since leaving high school?
    Yes
    No
    Don't Know/NA
    Refused to answer

15. Have you earned a **High School Completion** program, including an adult education or GED program, since leaving high school?
    Yes
    No
    Don't Know/NA
    Refused to answer

16. Have you participated in **a Church Mission or other Humanitarian Program** since leaving high school?
    Yes ("Please describe the type of program you are or did participate in")
    No
    Don't Know/NA
    Refused to answer

17. Have you participated in **any other type of formal education** since leaving high school?
    Yes ("Please describe the type of program you are or did participate in")
    No
    Don't Know/NA
    Refused to answer

18. Why have you **<u>not attended</u>** a postsecondary education or training program? *(Choose all that apply)*
    Did not plan to go on to postsecondary education / don't want to continue my education
    Can't afford to go to school / not enough financial aide
    Working full-time
    No postsecondary opportunities / none close to home
    Don't have the necessary skills/qualifications to enter postsecondary education
    Unable to find transportation to school / <u>no car</u> / can't get to campus
    Have not received necessary services from community agencies / on waiting list for services
    Family obligations / Homemaker
    Health or disability-related problems prevent going to postsecondary education
    Other ("Please describe briefly")
    Don't know
    Refused to answer

LIVING ARRANGEMENTS (Q.19)

19. Which of these best describes your **current living arrangement**? *(Choose one)*
    With a parent
    With another family member (e.g. aunt/uncle, cousin, brother/sister)
    With a spouse or roommate in a home or apartment, college dorm, sorority or fraternity
    housing
    Alone
    Military Housing / Barracks
    Institutional residence (e.g. medical, correctional, convalescent, mental health)
    Supervised living residence (e.g. assisted living center, group home, adult foster care)
    Other (*please describe briefly*): _____
    Don't know
    Refused to answer

AGENCY INVOLVEMENT (Q.20)

20. 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)
    Division of Work Force Services (DWS)
    Social Security Administration
    College or university student assistance center
    Disability Law Center
    Other (*please describe briefly*): _____
    Don't know
    Refused to answer

**21. What difficulties, if any, have you had being employed or attending post secondary
    school as you   would like?** *(Record comments)*

**22. 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?** *(Record comments)*

Table 7

Report of Dispute Resolution Under Part B. of the Individuals with Disabilities Education Act
2006-07

Section A: Written, Signed Complaints	
(l) Written, signed complaints total	9
(l.l) Complaints with reports issued	9
(a) Reports with findings	2
(b) Reports within timeline	7
(c)Reports within extended timelines	2
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	N/A

Section B: Mediation Requests	
(2) Mediation requests total	3
(2.l) Mediations	3
(a) Mediations related to due process	0
(l) Mediation agreements	N/A
(b) Mediations not related to due process	3
(1) Mediation agreements	2
(2.2) Mediations not held (including pending)	N/A

Section C. Hearing Requests	
(3) Hearing requests total	7
(3.l) Resolution sessions	7
(a) Settlement Agreements	6
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	6

Section D: Expedited Hearing Requests (related to disciplinary decision)	
(4) Expedited hearing requests total	1
(4.l) Resolution sessions	1
(a) Settlement agreements	1
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	N/A

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FORM EXPIRES: 09/30/2007

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: UT - UTAH

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT[1]

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		6068	44525
4		5955	42558
5		5491	41380
6		5095	41024
7		4265	40217
8		3488	39916
HIGH SCHOOL (SPECIFY GRADE:)	10	4641	120278

[1]At a date as close as possible to the testing date.

CURRENT DATE:

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

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FORM EXPIRES: 09/30/2007

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: UT - UTAH

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)[1]	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3C)
3	5589	3001		21
4	5505	3210		19
5	5040	3146		29
6	4626	3061		8
7	3834	1974		1
8	2941	1374		2
HIGH SCHOOL : 10	3177	993		0

[1] This column is gray because it does not apply to the math assessment. Do not enter data in this column.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment assessment without these changes.**

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: UT - UTAH

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP[1] (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4D)
3	465	0	465	0	0
4	440	0	440	0	0
5	437	0	437	0	0
6	446	0	446	0	0
7	388	0	388	0	0
8	387	0	387	0	0
HIGH SCHOOL : 10	928	0	928	0	0

[1] NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB

GRADE LEVEL	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS[5] (8)
3	3	6	4	1
4	1	3	4	2
5	2	8	4	0
6	6	5	11	1
7	10	10	19	4
8	119	3	32	6
HIGH SCHOOL : 10	419	2	100	15

[1] In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

		REGULAR ASSESSMENT ON GRADE LEVEL (9A)									
		Minimal	Partial	Sufficient	Substantial						
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL[1]
3	Criterion-Referenced Test	1574	1296	1244	1454	0	0	0	0	0	5568
4	Criterion-Referenced Test	1698	1389	705	1694	0	0	0	0	0	5486
5	Criterion-Referenced Test	1609	1442	777	1183	0	0	0	0	0	5011
6	Criterion-Referenced Test	1492	1551	621	954	0	0	0	0	0	4618
7	Criterion-Referenced Test	1382	753	697	1001	0	0	0	0	0	3833
8	Criterion-Referenced Test	1245	603	670	421	0	0	0	0	0	2939
HIGH SCHOOL : 10	Criterion-Referenced Test	1831	611	599	136	0	0	0	0	0	3177

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

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STATE: UT - UTAH

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL[1]	Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total
					ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)									
3		0	0	0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

[1] The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

		ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)										
		Minimal	Partial	Sufficient	Substantial							
GRADE LEVEL	TEST NAME	Achievement Level[1]	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL[2]	Computed row Total
3	Utah's Alternate Assessm	44	46	76	299	0	0	0	0	0	465	465
4	Utah's Alternate Assessm	45	27	76	292	0	0	0	0	0	440	440
5	Utah's Alternate Assessm	30	37	79	291	0	0	0	0	0	437	437
6	Utah's Alternate Assessm	39	43	79	285	0	0	0	0	0	446	446
7	Utah's Alternate Assessm	35	37	66	250	0	0	0	0	0	388	388
8	Utah's Alternate Assessm	30	40	65	252	0	0	0	0	0	387	387
HIGH SCHOOL : 10	Utah's Alternate Assessm	102	90	188	548	0	0	0	0	0	928	928

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

[1] Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

[2] The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6)[1]	TOTAL FOR COLUMN 9B (ON PAGE 7)[1]	TOTAL FOR COLUMN 9C (ON PAGE 8)[1]	NO VALID SCORE[1,2] (10)	TOTAL[1,3] (11)
3	5568	0	465	35	6068
4	5486	0	440	29	5955
5	5011	0	437	43	5491
6	4618	0	446	31	5095
7	3833	0	388	44	4265
8	2939	0	387	162	3488
HIGH SCHOOL : 10	3177	0	928	536	4641

[1] STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

[2] Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

[3] Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

Explanation

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT[1]

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		6058	44525
4		5945	42558
5		5484	41380
6		5101	41024
7		4354	40217
8		3959	39916
HIGH SCHOOL (SPECIFY GRADE:)	10	3454	41172

[1]At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)[1]	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3C)
3	5589	3084	2	14
4	5500	3250	2	23
5	5039	3151	2	33
6	4647	2974	1	11
7	3937	1744	2	8
8	3519	1487	3	0
HIGH SCHOOL : 10	3002	941	0	1

[1] Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP[1] (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4D)
3	452	0	452	0	0
4	432	0	432	0	0
5	430	0	430	0	0
6	440	0	440	0	0
7	388	0	388	0	0
8	395	0	395	0	0
HIGH SCHOOL : 10	348	0	348	0	0

[1] NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an
approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill
out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment
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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

| GRADE LEVEL | STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB | | | |
| | STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5) | STUDENTS WHO DID NOT TAKE ANY ASSESSMENT | | |
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS[5] (8)
3	3	6	4	2
4	1	3	5	2
5	2	7	4	0
6	0	3	7	3
7	2	4	17	4
8	4	4	27	7
HIGH SCHOOL : 10	13	5	72	14

[1] In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

| GRADE LEVEL | TEST NAME | REGULAR ASSESSMENT ON GRADE LEVEL (9A) | | | | | | | | | |
		Minimal Achievement Level	Partial Achievement Level	Sufficient Achievement Level	Substantial Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL[1]
3	Criterion-Referenced Test	1586	1461	1513	1015	0	0	0	0	0	5575
4	Criterion-Referenced Test	1487	1579	1313	1098	0	0	0	0	0	5477
5	Criterion-Referenced Test	1466	1561	1275	704	0	0	0	0	0	5006
6	Criterion-Referenced Test	1466	1394	1240	536	0	0	0	0	0	4636
7	Criterion-Referenced Test	1520	956	1062	391	0	0	0	0	0	3929
8	Criterion-Referenced Test	1378	863	841	437	0	0	0	0	0	3519
HIGH SCHOOL : 10	Criterion-Referenced Test	1219	751	823	208	0	0	0	0	0	3001

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

[1] The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

		ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)									
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL[1]
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

[1] The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement s

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STATE: UT - UTAH

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TEST NAME	Minimal Achievement Level[1]	Partial Achievement Level	Sufficient Achievement Level	Substantial Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL[2]
					ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)						
3	Utah's Alternate Assessr	18	22	83	329	0	0	0	0	0	452
4	Utah's Alternate Assessr	26	24	72	310	0	0	0	0	0	432
5	Utah's Alternate Assessr	22	22	72	314	0	0	0	0	0	430
6	Utah's Alternate Assessr	21	30	66	323	0	0	0	0	0	440
7	Utah's Alternate Assessr	21	32	66	269	0	0	0	0	0	388
8	Utah's Alternate Assessr	19	35	75	266	0	0	0	0	0	395
HIGH SCHOOL : 10	Utah's Alternate Assessr	30	30	77	211	0	0	0	0	0	348

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

[1] Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

[2] The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE[2] (10)	TOTAL[3] (11)
3	5575	0	452	31	6058
4	5477	0	432	36	5945
5	5006	0	430	48	5484
6	4636	0	440	25	5101
7	3929	0	388	37	4354
8	3519	0	395	45	3959
HIGH SCHOOL : 10	3001	0	348	105	3454

[1] **STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FO** **ERRORS.**

[2] Column 10 is calculated by summing the numbers reported in column 3B plus column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

[3] Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the su number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

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COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: UT - UTAH

Which assessment

Reasons for Exception

Parental exemptions in Utah is excused - medical emergency.
Exempt for other reasons in Utah is refused to test.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
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GO BACK

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Which assessment

Discrepancies

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STATE: UT - UTAH

COMMENTS

The number of children with IEPs in grades assessed is different for Math and Language Arts because Math is based upon grades 3 - 8 and 10 - 12 a

Utah bases the number of children with IEPs in grades assessed on the number of children enrolled in the courses that generate the Criterion-Refere

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