

# **State of Utah**

**Individuals with Disabilities Education Act 2004**

## **Annual Performance Report**

**FFY 2007  
(2007-2008)**

**Prepared by the  
Utah State Office of Education  
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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, 2009 submission States must provide SPP information for Indicator 7 and APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, 14, 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 (USOE) 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 2008 OSEP Leadership Conference held in Baltimore, Maryland. 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 07 implementation of the SPP, and in preparation for the APR, SPP requirements and indicators continued to be shared with LEA Special Education Directors and at 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, 2009 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*, a print and web-based publication provided to every special educator and administrator in Utah, 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 15<sup>th</sup> 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 revised activities have been determined after careful analysis of results and reported in this APR. Each improvement activity was reviewed using the

State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on the indicator. Based on this thorough review, activities were revised as necessary to best meet the intent of the indicators and measure progress. The revisions have been added to the State Performance Plan in coordination with the February 1, 2009 submission. The revisions were made with broad stakeholder input, after implementation of improvement activities and careful analysis of progress and/or slippage on each indicator, and the improvement activity review.

### **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. The sampling plan for Indicator 14 was approved in July, 2007. The sampling plan for Indicator 8 was approved in December, 2007.

### **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, which some 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.

## **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 22 targets contained within the indicators (indicators 7, 18, and 19 did not include targets), Utah met 13 and made progress on an additional 6 targets. Utah did not reach the 100% target on five compliance indicators. Of those five indicators, three were above the 95% level with an additional indicator measuring 90% compliance. The remaining compliance indicator increased from 41.38% to 78.64% compliance in one year. Utah remains committed to improving the results for children and youth with disabilities.

**Display I-1: Summary of Utah's Annual Performance Report (APR) for 2007-08 February 2009**

Indic. #	Indicator	Measurement	2007-08 Target	2007-08 Rate	2006-07 Rate	Did State Meet the Target?	State 07-08- State 06-07	
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	73.30%	71.1%	72.9%	N	-1.8%	
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	4.70%	4.8%	4.8%	N	0.00%	
3	Statewide Assessment	<i>Participation and performance of children with disabilities on statewide assessments:</i>						
3A	State AYP Objectives	<i>Percent of LEAs meeting the State's AYP objectives for progress for disability subgroup:</i>	60.00%	84.0%	89.0%	Y	-5.00%	
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
	Lang. Arts	Participation rate of grade 3-8, 10 students.	97.00%	99.53%	99.67%	Y	-0.14%	
	Math	Participation rate of grade 3-8, and 10-12 students.	97.00%	98.05%	98.17%	Y	-0.12%	
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
	Lang. Arts	Percent of grade 3-8, 10 students.	58.00%	41.76%	43.63%	N	-1.87%	
	Math	Percent of grade 3-8, and 10-12 students.	59.00%	46.03%	42.86%	N	3.17%	
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.	0.00%	0.00%	0.00%	Y	0.00%	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 who are:</i>						
5A	Regular Classroom	Inside the regular class for 80% or more of the day.	51.15%	51.40%	50.64%	Y	0.76%	
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	15.66%	15.40%	15.82%	Y	-0.42%	
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	3.317%	3.25%	3.323%	Y	-0.067%	
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	<i>Percent of preschool children with IEPs who demonstrate improved:</i>					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 skills); and				N/A		
7C	Behaviors	Use of appropriate behaviors to meet their needs.				N/A		
8	Parent Involvement	<i>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.</i>	83.64%	85.2%	83.6%	Y	1.6%	
9	Disprop. R/E, Overall	<i>Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</i>	0.00%	0.00%	0.00%	Y	0.00%	

<b>10</b>	Disprop. R/E, Disability Category	<i>Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</i>	0.00%	0.00%	<b>0.00%</b>	<b>Y</b>	<b>0.00%</b>
<b>11</b>	Evaluation in 60 Days	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.	100.00%	96.6%	<b>95.2%</b>	N	<b>1.4%</b>
<b>12</b>	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%	95.1%	<b>93.1%</b>	N	<b>2.0%</b>
<b>13</b>	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%	78.64%	<b>41.38%</b>	N	<b>37.26%</b>
<b>14</b>	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.	72.00%	79.40%		<b>Y</b>	
<b>15</b>	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%	98.0%	<b>95.0%</b>	N	<b>3.0%</b>
<b>16</b>	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%	90.00%	<b>100.00%</b>	N	<b>-10.0%</b>
<b>17</b>	GS: Due Process	Percents of adjudicated due process hearings that were adjudicated within 45 days	100.00%	100.00%	<b>100.00%</b>	<b>Y</b>	<b>0.00%</b>
<b>20</b>	GS: Timely and Accurate Data	Percent of state-reported data that are timely and accurate.	100.00%	100.00%	<b>100.00%</b>	<b>Y</b>	<b>0.00%</b>

**Part B State Annual Performance Report (APR) for FFY 2007**

**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
<b>2007</b> (2007-2008)	0.5% annual increase over the previous year's graduation rate for students with IEPs The target for 2007-08 is 73.3% which is 0.5% above the FFY2006 rate of 72.9%.

**Actual Target Data for FFY 2007: 71.1%**

**Display 1-1: Graduation Rate of Students with Disabilities for 2007-08**

	FFY 2007
# of graduates	2,212
# of drop-outs	834
# of age-outs	65
<b>Graduation Rate</b>	<b>71.1%</b>

**The target of 73.3% 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 (2,212 ÷ 3,111 [2,212+ 834 + 65] = **71.1%** 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 2007 (2007-08):**

As indicated in Displays 1-1 and 1-2, the 2007-08 graduation rate is lower than that for 2006-07, although the rate is a normal variation of data fluctuation. Data reporting clarification resulted in an increase in the accuracy of reporting students who exit the school system by reaching maximum age (“age out”) which adversely affected the graduation rate calculation.

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

	<b>FFY 2004</b>	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
# of graduates	1,723	2,331	2,226	2,212
# of drop-outs	621	838	817	834
# of age-outs	57	17	11	65
<b>Graduation Rate</b>	<b>71.8%</b>	<b>73.2%</b>	<b>72.9%</b>	<b>71.1%</b>

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 1 (See Appendix D).

**The following activities were completed FFY 2007:**

1. Participate in State Board of Education Drop-out Prevention Study Team. Completed.
  - The USOE transition specialist attended all scheduled meetings and participated by sharing state and national school completion data, sharing relevant research regarding strategies to increase school completion, and helping to develop recommendations for Board consideration in October 2007.

Results of this activity include increased Board and USOE focus on the need to identify and implement statewide, research-based strategies designed to increase school completion for all students.

2. With the Study Team, develop recommendations and present them to the State Board of Education for approval, adoption, and direction. Completed.
  - Recommendations were presented to the State Board in October 2007.

The Board accepted all recommendations and assigned USOE staff, including the USOE transition specialist, to continue to identify and implement statewide strategies to increase school completion for all students and report results to the Board on a regular basis.

3. Share successful strategies with all LEAs at Spring Administrative Meetings. Not completed and being discontinued.
  - The original interagency Dropout Prevention Work Group had recommended specific strategies that could be implemented at the LEA and/or school level to improve school completion. The State Board Study Group recommendations, however, targeted policy and procedure changes at the USOE.

Results of this activity were the development of new activities in the FFY 2007 APR to be implemented at the LEA level.

4. Develop training targets, based on strategies previously identified; present to Consortium, Board and State Advisory Panel for input and direction for implementation. Not completed and being discontinued.
  - The original interagency Dropout Prevention Work Group had recommended specific strategies that could be implemented at the LEA and/or school level to improve school completion. The State Board Study Group recommendations, however, targeted policy and procedure changes at the USOE.

Results of this activity include the development of new activities in the FFY 2007 APR to be implemented at the LEA level.

5. Implement training; monitor graduation and dropout rates. Not completed and being discontinued.
  - The original interagency Dropout Prevention Work Group had recommended specific strategies that could be implemented at the LEA and/or school level to improve school completion. The State Board Study Group recommendations, however, targeted policy and procedure changes at the USOE.

Results of this activity include the development of new activities in the FFY 2007 APR to be implemented at the LEA level.

**The following activities were completed and are ongoing:**

1. Work with the USOE leadership and staff to implement directives from the State Board of Education. Completed and ongoing.
  - A USOE staff member has been appointed to chair a staff committee to address the recommendations.
  - The USOE transition specialist was appointed to be a member of this committee.
  - The committee met with the USOE Data Warehouse committee to clarify and revise exit codes.
  - The USOE transition specialist attended the Communities in Schools National Conference in October 2007: Leadership for Change: A Nation without Dropouts and was appointed to the Advisory Committee for the United Way's Community Learning Incentive grant.

Results of this activity include the formation of a USOE committee with the specific charge of developing strategies to improve school completion for all students. The committee has focused on data collection and the accuracy of reporting when and how students exit the school system. As a result, the exit codes for graduation and dropout have been reviewed and clarified and the USOE data staff will consider exit code changes to align with special education exit codes (i.e. the exit code for students who exit by reaching maximum age for eligibility).

2. Provide professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents. Completed and ongoing.
  - Individualized professional development was provided to 6 LEAs based on transition planning needs identified during monitoring activities.

Results of this activity include improved graduation and dropout rates in 3 of the 6 LEAs and improved graduation rates in 1 of the LEAs.

3. Monitor school completion rates to evaluate success of school completion initiatives. Completed and being revised.
  - Exit data submitted by LEAs were evaluated and compared with participation in professional development activities provided by USOE.

Results of this activity include improved school completion rates in some LEAs that received individualized professional development in the area of transition planning (see Activity #2 above). This activity is being revised to include local initiatives that have positively impacted school completion rates.

4. Evaluate the results of activities from 2005-08 and determine additional activities based on those data. Completed and ongoing.
  - The original interagency Dropout Prevention Work Group had recommended specific strategies that could be implemented at the LEA and/or school level to improve school completion. The State Board Study Group recommendations, however, targeted policy and procedure changes at the USOE.
  - Results of activities were evaluated using data analysis and the USOE Improvement Activity Review form.

Results of this activity include the development of new activities and revision of a number of existing activities in the FFY 2007 APR.

**Impact of Completed Activities Listed Above:**

The improvement activities, particularly professional development, have resulted in increased graduation rates in twenty of forty-four LEAs who had students of graduation age. It is anticipated that the graduation rates among individual LEAs will continue to increase as improvement activities are implemented. This will lead to an overall increase in the State graduation rate.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 1 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
DISCONTINUED ACTIVITY (#3) Share successful strategies with all LEAs at Spring Administrative Meetings.	October 2007		The State Board Study Group recommendations targeted policy and procedure changes at the USOE rather than focusing on activities outlined in the SPP/APR.
DISCONTINUED ACTIVITY(#4) Develop training targets, based on strategies previously identified; present to Consortium, Board and State Advisory Panel for input and direction for implementation.	October 2007		The State Board Study Group recommendations targeted policy and procedure changes at the USOE rather than focusing on activities outlined in the SPP/APR.
DISCONTINUED ACTIVITY (#5) Implement training; monitor	October 2007		The State Board Study Group recommendations targeted policy and

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
graduation and dropout rates.			procedure changes at the USOE rather than focusing on activities outlined in the SPP/APR.
REVISED ACTIVITY (#3) Compare current LEA graduation and dropout data with previous year's data; survey those LEAs with improved data to identify any participation in professional development or local initiatives that might have contributed to increased school completion.	Spring 2009 and ongoing to 2011	USOE staff, exit data submitted by LEAs	Improvement activity review indicated that this activity was not effective as originally designed. As a result, this activity was revised.
NEW ACTIVITY Develop and distribute to special education and general education administrators, and analyze the results of, a statewide electronic survey to assess: <ul style="list-style-type: none"> <li>• Commonly used definitions of school completers and non-completers</li> <li>• Practices used to identify students at risk for non-completion</li> <li>• Practices used to facilitate school completion</li> </ul>	Fall 2008	USOE staff, commercially available electronic survey	Improvement activity review indicated the need to measure local administrators' perceptions of students at risk for dropping out and to identify effective local practices and local needs.
NEW ACTIVITY Analyze existing data to determine patterns of school completion across grade level, LEA/school size or location, race/ethnicity, gender, and ELL/disability status.	Spring 2009	USOE staff, exit data submitted by LEAs	Improvement activity review identified the need analyze exit data to develop interventions that would be appropriate for diverse student groups.
NEW ACTIVITY Based on data review, develop school completion activities designed to meet student needs, and provide support to LEAs to implement appropriate activities.	Spring 2010 and ongoing to 2011	USOE staff, LEA staff, NDPC-D resources	Improvement activity review identified the need to develop interventions designed to meet the specific needs of diverse student groups.

## Part B State Annual Performance Report (APR) for FFY 2007

### 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
<b>2007</b> (2007-2008)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage. The FFY2006 drop-out rate was 4.8%. Thus, the FFY2007 target would be 4.7% $[4.8\% - (4.8\% \times 2\%)] = 4.7\%$

**Actual Target Data for FFY 2007: 4.8%**

#### Display 2-1: Drop-Out Rate of Students with Disabilities for 2007-08

	FFY 2007
# of drop-outs	834
# of total students	17,243
<b>Drop-Out Rate</b>	<b>4.8%</b>

**The target of 4.7% was not met.**

The dropout rate is calculated by dividing the number of dropouts (834) by the total number of potential dropouts (17,243).

The USOE follows Utah State Board of Education Administrative Rule R211-419 in identifying students who have dropped out of school. 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 2007 (2007-08):

As indicated in Display 2-2, the 2007-08 drop-out rate is the same as that for 2006-07 and has remained stable over three years. The increase in drop-out rate between 2004-05 and subsequent years is due to a new way of calculating the drop-out rate. Starting in FFY 2005, 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

	FFY 2004	FFY 2005	FFY 2006	FFY 2007
# of drop-outs	613	830	817	834
# of total students	17,218	17,029	16,900	17,243
<b>Drop-Out Rate</b>	<b>3.6%</b>	<b>4.9%</b>	<b>4.8%</b>	<b>4.8%</b>

### Discussion of Improvement Activities

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 2 (See Appendix D).

#### The following activities were completed FFY 2007:

1. Participate in State Board of Education Drop-out Prevention Study Team. Completed.
  - The USOE transition specialist attended all scheduled meetings and participated by sharing state and national school completion data, sharing relevant research regarding strategies to increase school completion, and helping to develop recommendations for Board consideration in October 2007.

Results of this activity include increased Board and USOE focus on the need to identify and implement statewide, research-based strategies designed to increase school completion for all students.

2. With the Study Team, develop recommendations and present them to the State Board of Education for approval, adoption, and direction. Completed.
  - Recommendations were presented to the State Board in October 2007.

The results of this activity were Board acceptance of all recommendations and assignment to USOE staff, including the USOE transition specialist, the tasks of continuing to identify and implement statewide strategies to increase school completion for all students and reporting results to the Board on a regular basis.

3. Share successful strategies with all LEAs at Spring Administrative Meetings. Not completed and being discontinued.
  - The original interagency Dropout Prevention Work Group had recommended specific strategies that could be implemented at the LEA and/or school level to improve school completion. The State Board Study Group recommendations, however, targeted policy and procedure changes at the USOE.

Results of this activity include the development of new activities in the FFY 2007 APR to be implemented at the LEA level.

4. Develop training targets, based on strategies previously identified; present to Consortium, Board and State Advisory Panel for input and direction for implementation. Not completed and being discontinued.

- The original interagency Dropout Prevention Work Group had recommended specific strategies that could be implemented at the LEA and/or school level to improve school completion. The State Board Study Group recommendations, however, targeted policy and procedure changes at the USOE.

Results of this activity include the development of new activities in the FFY 2007 APR to be implemented at the LEA level.

- 5 Implement training; monitor graduation and dropout rates. Not completed and being discontinued.
  - The original interagency Dropout Prevention Work Group had recommended specific strategies that could be implemented at the LEA and/or school level to improve school completion. The State Board Study Group recommendations, however, targeted policy and procedure changes at the USOE.

Results of this activity include the development of new activities in the FFY 2007 APR to be implemented at the LEA level.

**The following activities were completed and are ongoing:**

1. Work with the USOE leadership and staff to implement directives from the State Board of Education. Completed and ongoing.
  - A USOE staff member has been appointed to chair a staff committee to address the recommendations.
  - The USOE transition specialist was appointed to be a member of this committee.
  - The committee met with the USOE Data Warehouse committee to clarify and revise exit codes.
  - The USOE transition specialist attended the Communities in Schools National Conference in October 2007: Leadership for Change: A Nation without Dropouts and was appointed to the Advisory Committee for the United Way's Community Learning Incentive grant.

Results of this activity include the formation of a USOE committee with the specific charge of developing strategies to improve school completion for all students. The committee has focused on data collection and the accuracy of reporting when and how students exit the school system. As a result, the exit codes for graduation and dropout have been reviewed and clarified and the USOE data staff will consider exit code changes to align with special education exit codes (i.e. the exit code for students who exit by reaching maximum age for eligibility).

2. Provide professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents. Completed and ongoing.
  - Individualized professional development was provided to 6 LEAs based on transition planning needs identified during monitoring activities.

Results of this activity include improved graduation and dropout rates in 3 of the 6 LEAs and improved graduation rates in 1 of the LEAs.

3. Monitor school completion rates to evaluate success of school completion initiatives. Completed and revised.
  - Exit data submitted by LEAs were evaluated and compared with participation in professional development activities provided by USOE.

Results of this activity include improved school completion rates in some LEAs that received individualized professional development in the area of transition planning (see Activity #2

above). This activity is being revised to include local initiatives that have positively impacted school completion rates.

4. Evaluate the results of activities from 2005-08 and determine additional activities based on those data. Completed and ongoing.
  - Results of activities were evaluated using data analysis and the USOE Improvement Activity Review form.

Results of this activity include the development of new activities and revision of a number of existing activities in the FFY 2007 APR.

**Impact of completed activities listed above:**

The SEA focus on reducing and reporting the drop out rate has resulted in increased awareness of accountability for student reporting and drop out prevention at the local level. Improvement activities have thus far resulted in the drop rate of students with disabilities remaining stable over time.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 2 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
DISCONTINUED ACTIVITY (#3) Share successful strategies with all LEAs at Spring Administrative Meetings.	October 2007		The State Board Study Group recommendations targeted policy and procedure changes at the USOE rather than focusing on activities outlined in the SPP/APR.
DISCONTINUED ACTIVITY(#4) Develop training targets, based on strategies previously identified; present to Consortium, Board and State Advisory Panel for input and direction for implementation.	October 2007		The State Board Study Group recommendations targeted policy and procedure changes at the USOE rather than focusing on activities outlined in the SPP/APR.
DISCONTINUED ACTIVITY (#5) Implement training; monitor graduation and dropout rates.	October 2007		The State Board Study Group recommendations targeted policy and procedure changes at the USOE rather than focusing on activities outlined in the SPP/APR.

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
<p>REVISED ACTIVITY (#3) Compare current LEA graduation and dropout data with previous year's data; survey those LEAs with improved data to identify any participation in professional development or local initiatives that might have contributed to increased school completion.</p>	<p>Spring 2009 and ongoing to 2011</p>	<p>USOE staff, exit data submitted by LEAs</p>	<p>Improvement activity review indicated that this activity was not effective as originally designed. As a result, this activity was revised.</p>
<p>NEW ACTIVITY Develop and distribute to special education and general education administrators, and analyze the results of, a statewide electronic survey to assess:</p> <ul style="list-style-type: none"> <li>• Commonly used definitions of school completers and non-completers</li> <li>• Practices used to identify students at risk for non-completion</li> <li>• Practices used to facilitate school completion</li> </ul>	<p>Fall 2008</p>	<p>USOE staff, commercially available electronic survey</p>	<p>Improvement activity review indicated the need to measure local administrators' perceptions of students at risk for dropping out and to identify effective local practices and local needs.</p>
<p>NEW ACTIVITY Analyze existing data to determine patterns of school completion across grade level, LEA/school size or location, race/ethnicity, gender, and ELL/disability status.</p>	<p>Spring 2009</p>	<p>USOE staff, exit data submitted by LEAs</p>	<p>Improvement activity review identified the need analyze exit data to develop interventions that would be appropriate for diverse student groups.</p>
<p>NEW ACTIVITY Based on data review, develop school completion activities designed to meet student needs, and provide support to LEAs to implement appropriate activities.</p>	<p>Spring 2010 and ongoing to 2011</p>	<p>USOE staff, LEA staff, NDPC-D resources</p>	<p>Improvement activity review identified the need to develop interventions designed to meet the specific needs of diverse student groups.</p>

## Part B State Annual Performance Report (APR) for FFY 2007

### Overview of the Annual Performance Report Development:

**Monitoring Priority:** FAPE in the LRE

**Indicator 3:** Participation and performance of children with disabilities on statewide 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 LEAs meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of LEAs that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.
- 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
<p align="center"><b>2007</b> (2007-2008)</p>	<p>A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 60% by 2007-08.</p> <p>B. The percent of students with disabilities participating in statewide assessments in language arts will increase to 97% by 2007-08. The percent of students with disabilities participating in statewide assessments in math will increase to 97% by 2007-08.</p> <p>C. The percent of students with disabilities who are proficient in language arts assessments will increase to 59% by 2007-08. The percent of students with disabilities who are proficient in math assessments will increase to 58% by 2007-08.</p>

**Actual Target Data for FFY 2007:**

- A. AYP                    **84%**
- B. Participation      **Math 98.05%**  
                                 **Language Arts 99.53%**
- C. Proficiency        **Math 46.03%**  
                                 **Language Arts 41.76%**

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

	FFY 2007
Number of LEAs with the minimum "n" size of students with disabilities	77
Number of LEAs that met AYP	65
Percent of LEAs that met AYP	84%

**The target of 60% 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 (CRT) 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	36,177	38,786
b. # of children with IEPs in regular assessment with no accommodations	14,266	17,626

	Math	Language Arts
c. # of children with IEPs in regular assessment with accommodations	17,508	17,943
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	3,698	3,033
Account for any children included in a but not included in b, c, d, or e	705	184
<b>Overall = [(b + c + d + e) divided by (a)]</b>	<b>98.05%</b>	<b>99.53%</b>

**The target of 97% for Math was met.**

**The target of 97% 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	36,177	38,786
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	8092	8304
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	5521	5203
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	3040	2688
Account for any children included in a but not included in b, c, d, or e	705	184
<b>Overall Percent = [(b + c + d + e) divided by (a)]</b>	<b>46.03%</b>	<b>41.76%</b>

**The target of 59% for Math was not met.**

**The target of 58% 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 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 2007 (2007-08):**

As can be seen in Display 3-4, the percentage of LEAs meeting AYP for the students with disabilities subgroup has increased since FFY 2004. The percent of LEAs meeting AYP slightly decreased from FFY 2006. The number of LEAs that are meeting the minimum “n” size for this subgroup has increased over time. Thus, maintaining or increasing the percent of LEAs that meet AYP for this subgroup is a challenge but one for which the State of Utah has put forth considerable effort.

The participation rate of students with disabilities has also increased since FFY 2004 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, acceptable and appropriate accommodations, 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. Overall there has been a significant improvement in participation since FFY 2004; the participation rate for the past three years has been stable.

The proficiency rate for students with disabilities has increased since FFY 2005 in math and since FFY 2004 in language arts (see Display 3-6). In comparing FFY 2006 to FFY 2007, the proficiency rate increased for math but decreased for language arts. The new core curriculum for secondary language arts was introduced for instruction in the fall of 2006. It has not been determined whether the new core is more difficult than the previous core and this could account for slippage. More information on this topic will be available by March of 2009. 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 statewide assessments to indicate subsequent 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. Furthermore, the proficiency data demonstrate normal variation around a positive trend and the drop in language arts in FFY 2007 does not statistically represent a decline. The data represent a stable system which will provide a baseline for evaluating the effects of the professional development that has been provided.

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

	<b>FFY 2004</b>	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
Number of LEAs with the minimum “n” size of students with disabilities	57	60	74	77
Number of LEAs that met AYP	25	44	66	65
Percent of LEAs that met AYP	44%	73%	89%	84%

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

	<b>FFY 2004</b>	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
<b>MATH</b>	86.2%	98.3%	98.17%	98.05%
<b>LANGUAGE ARTS</b>	91.9%	99.6%	99.67%	99.53%

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

	<b>FFY 2004</b>	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
<b>MATH</b>		43.9%	42.8%	46.03%
<b>LANGUAGE ARTS</b>	37.6%	42.5%	43.6%	41.76%

**Display 3-7: Participation Rates for Students with Disabilities, by Grade and Type of Assessment**

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 = $[(b + c + d + e) \text{ divided by } (a)]$
3	6341	2763 43.6%	3127 49.3%	0	437 6.9%	14	6327 99.8%
4	6146	2338 38.0%	3343 54.4%	0	447 7.3%	18	6128 99.7%
5	5664	1784 31.5%	3415 60.3%	0	450 8.0%	15	5649 99.7%
6	5149	1619 31.4%	3084 59.9%	0	426 8.3%	20	5129 99.6%
7	4338	1784 41.1%	2088 48.1%	0	431 9.9%	35	4303 99.2%
8	3707	1651 44.5%	1493 40.3%	0	411 11.1%	152	3555 95.9%
10-12	4832	2327 48.2%	958 19.8%	0	1096 22.7%	451	4381 90.7%

**Display 3-8: Participation Rates for Students with Disabilities, by Grade and Types of Assessment**

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 = $[(b + c + d + e) \div (a)]$
3	6915	3335 48.2%	3137 45.4%	0	434 6.3%	9	6906 99.9%
4	6718	2945 43.8%	3306 49.2%	0	448 6.7%	19	6699 99.7%
5	6152	2370 38.5%	3318 53.9%	0	450 7.3%	14	6138 99.8%
6	5578	1959 35.1%	3182 57.1%	0	424 7.6%	13	5565 99.8%
7	4919	2297 46.7%	2167 44.1%	0	434 8.8%	21	4898 99.6%
8	4616	2269 49.2%	1896 41.1%	0	410 8.9%	41	4575 99.1%
10	3888	2451 63.0%	937 24.1%	0	433 11.1%	67	3821 98.3%

**Display 3-9: Proficiency Rates for Students with Disabilities, by Grade and Types of Assessment**

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 = $[(b + c + d + e) \text{ divided by } (a)]$
3	6341	1970 31.1%	1006 15.9%	0	366 5.8%	14	3342 52.7%
4	6146	1607 26.2%	1047 17.0%	0	376 6.1%	18	3030 49.3%
5	5664	1158 20.5%	1018 18.0%	0	373 6.6%	15	2549 45.0%
6	5149	919 17.9%	843 16.4%	0	353 6.9%	20	2115 41.1%
7	4338	1045 24.1%	881 20.3%	0	340 7.8%	35	2266 52.2%
8	3707	753 20.3%	508 13.7%	0	350 9.4%	152	1611 43.5%
10-12	4832	640 13.3%	218 4.5%	0	882 18.3%	451	1740 36.0%

**Display 3-10: Proficiency Rates for Students with Disabilities, by Grade and Types of Assessment**

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	6915	1970 28.5%	859 12.4%	0	387 5.6%	9	3216 46.5%
4	6718	1647 24.5%	1101 16.4%	0	402 6.0%	19	3150 46.9%
5	6152	1185 19.3%	868 14.1%	0	410 6.7%	14	2463 40.0%
6	5578	923 16.6%	928 16.6%	0	370 6.6%	13	2221 39.8%
7	4919	834 17.0%	576 11.7%	0	385 7.8%	21	1795 36.5%
8	4616	921 20.0%	604 13.1%	0	362 7.8%	41	1887 40.9%
10	3888	824 21.2%	267 6.9%	0	372 9.6%	67	1463 37.6%

**Discussion of Completed Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 3 (See Appendix D).

**The following activities were completed FFY 2007:**

1. Research best practices for numeracy instruction and interventions and create professional development activities for general and special educators. Completed.
  - Research has been completed.
  - 2133 general and special education teachers, administrators, related service providers, paraeducators, parents, students and others received professional development in numeracy instruction.

Results of this activity include an increased number of professional development activities being developed and implemented. Improvement in math proficiency is anticipated to continue as indicated by student performance on the CRTs.

2. 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 being revised.
  - Published and posted at:  
[http://www.schools.utah.gov/eval/DOCUMENTS/Special\\_Needs\\_Accommodations\\_Policy.pdf](http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Accommodations_Policy.pdf)
  - 478 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 was offered at LEA request.
  - Information about changes or problems was disseminated to LEAs via email, newsletters, and during assessment and special education directors' meetings.

Results of this activity indicate that professional development activities have built local capacity to accommodate students with disabilities appropriately. There has been a shift to the use of more selective accommodations as indicated through UPIPS monitoring data.

3. Train at LEA request on U-PASS Assessment Participation and Accommodations Policy. Completed and being revised.
  - 478 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 was offered at LEA request.
  - Information about changes or problems was disseminated to LEAs via email, newsletters, and during assessment and special education directors' meetings.

Results of this activity indicate that professional development activities have built local capacity to accommodate students with disabilities appropriately. There has been a shift to the use of more selective accommodations as indicated through UPIPS monitoring data.

4. Develop a statewide procedure for LEAs to ensure the State does not go over 1% on alternate assessments measured against alternate achievement standards. Completed.
  - A procedure has been developed, disseminated to LEAs statewide, and implemented.
  - If Utah goes over the 1% cap, affected LEAs will be notified.

Results of this activity indicate that, although Utah has not exceeded the 1% cap, a procedure is in place that will ensure compliance with the requirements.

5. Review current statewide math assessment procedures for secondary students to determine how to best involve all students. Completed.
  - Review was completed during the 2007-2008 school year.

Results of this activity indicate that all CRTs will be evaluated for student participation and proficiency. A new activity has been added to align with these results. Secondary math proficiency has improved every year since FFY 2004.

6. Research an alternate assessment based on 2% flexibility under NCLB. Completed.
  - Research was completed during the 2007-2008 school year.

Results of this activity include incorporation of a number of the national findings for assessment item options into the regular assessments for all students as documented in computer-based test items.

**The following activities were completed and are ongoing:**

1. Provide statewide professional development on literacy instruction and interventions for general and special educators. Completed and ongoing.
  - 558 general and special education teachers, administrators, related service providers, paraeducators, parents, students and others received professional development in literacy instruction.

Results of this activity include an increased knowledge of researched based literacy instruction and interventions as documented by participants' evaluations. Improvement in language arts proficiency is anticipated.

2. 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. Completed and ongoing.
  - Stakeholder groups consisting of general and special educators, content experts, parents and university representatives met in January of 2008 to align each subject (language arts, math and science) grade by grade (kindergarten through high school) and across subjects for each grade.
  - A private consultant reviewed and revised the essence by adding more examples and clarifying the work that had been completed.

Although progress in the development and revision of this activity was documented, results cannot be determined at this time.

3. Evaluate the results of activities from 2007-08 and determine additional activities based on those data. Completed and ongoing.
  - USOE SPP/APR improvement activity reviews were completed to determine whether activities should be continued, combined, added or revised.

Results include two new activities, one combined activity, and four revised timelines.

**Impact of completed activities listed above:**

Each improvement activity was reviewed in terms of its impact on Indicator 3. Improvement activities resulted in the development of resources and implementation of targeted professional development activities, which in turn increased LEA knowledge and available resource materials, thus ensuring appropriate accommodations of students with disabilities as indicated by UPIPS monitoring data. Procedures were also established that ensure appropriate alignment of policies, procedures, and practices to requirements. These activities are expected to continue to facilitate the increase in participation and proficiency of students with disabilities on statewide assessments.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 3 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED TIMELINE #1 Research best practices for numeracy instruction and interventions and create professional development activities for general and special educators.	2007-08	USOE staff, UPDC staff, IDEA discretionary funds	Research has been completed and a new activity was added as a result of the research.
REVISED TIMELINE #4 Develop a statewide procedure for districts to ensure the State does not go over 1% on alternate assessments measured against alternate achievement standards.	2007-08	USOE staff	There is no need to continue this activity since the 1% procedure has been implemented, disseminated, and completed.
REVISED TIMELINE #5 Review current statewide math assessment procedures for secondary students to determine how to best involve all students.	2007-08	USOE staff	This activity has been completed and a new activity has been added as a result of this review.
REVISED TIMELINE #6 Research an alternate assessment based on 2% flexibility under NCLB.	2007-08	USOE staff	This activity has been completed.
REVISED ACTIVITY #2 and #3. Combine activities #2 and #3 to read: Revise, publish and provide professional development on the U-PASS Assessment Participation and Accommodations Policy to reflect new accommodations research. Post on	2008 through 2011	USOE staff, UDPC staff, IDEA discretionary funds	As a result of the SPP/APR improvement activities review these two activities have been combined.

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
USOE website.			
NEW ACTIVITY Provide statewide professional development on numeracy instruction and interventions for general and special educators.	2008 through 2011	USOE staff, UDPC staff, IDEA discretionary funds	The research on best practices for numeracy instruction and interventions has been completed and indicates a need for professional development.
NEW ACTIVITY All CRTs will be evaluated by grade for student participation and proficiency yearly.	2008 through 2011	USOE staff	As a result of the SPP/APR improvement activities review, it was determined that in order to track how to best involve all students, all assessments will be evaluated yearly by grade for participation and proficiency.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of Suspension and Expulsion:

A. Percent of LEAs 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 2007 APR.

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

**Measurement:**

A. Percent = (# of LEAs 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 2007 APR.

FFY	Measurable and Rigorous Targets
<b>2007</b> (2007-2008)	A. Reduce number of LEAs with significant discrepancies 1%. Given that last year's rate was 0% this means that this year's target is 0% of LEAs will be identified with a significant discrepancy.

**Actual Target Data for FFY 2007: 0%**

**Display 4-1: Percent of LEAs Identified with Significant Discrepancy for FFY 2007**

	FFY 2007
# 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. The method for identifying significant discrepancy that the State uses is one based on comparisons among LEAs within the State. Specifically, the definition of "Significant Discrepancy" is based on a

significant difference from the statewide 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 above the mean. The mean suspension/expulsion rate was 1.07%. The standard deviation was 2.53%; two standard deviations are 5.06%. No district, with at least 10 students with disabilities, had a long-term suspension/expulsion rate greater than 6.13%.

**Valid and Reliable Data:**

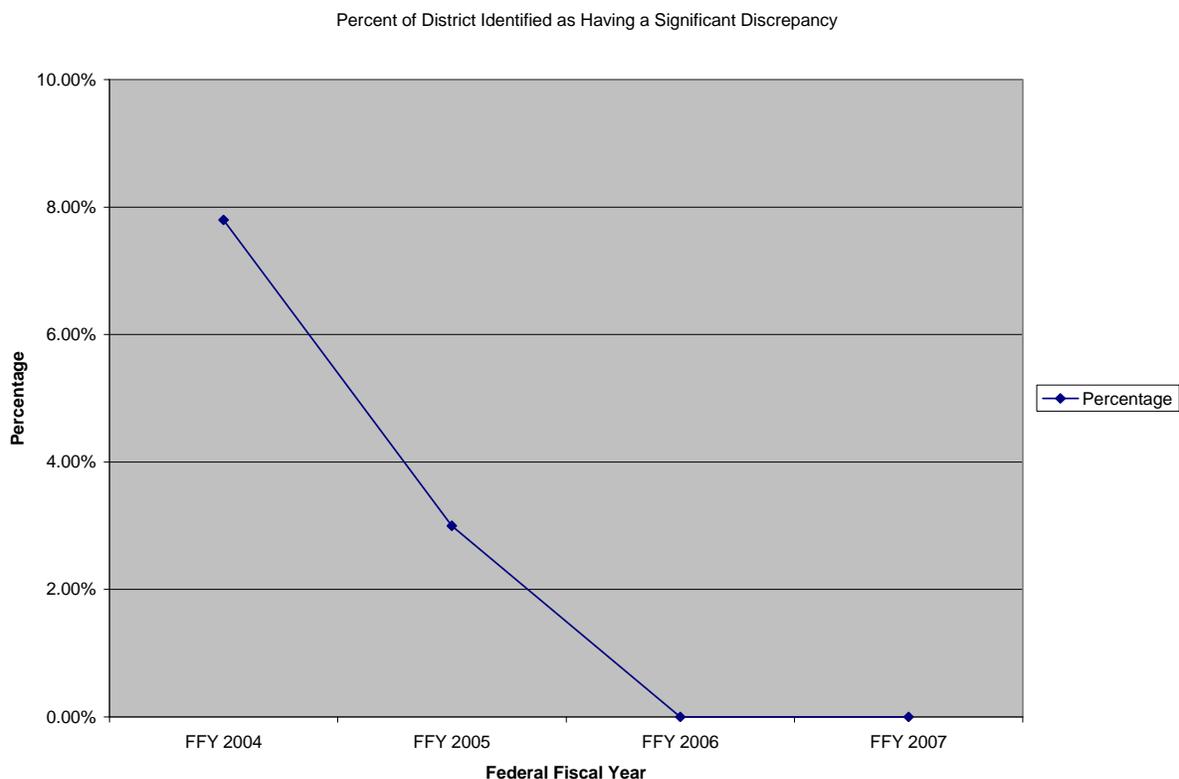
Data are submitted in written form to the USOE. Data correspond with USOE Federal 618 Discipline Data tables. There is continued collaboration with USOE Data Clearinghouse to ensure fidelity of data collection.

**Explanation of Progress or Slippage that occurred for FFY 2007 (2007-08):**

FFY 2007 data indicate 0% of LEAs have a significant discrepancy with the suspension and expulsion of students with disabilities for greater than 10 days.

As indicated in Display 4-2 the State has demonstrated a pattern of improvement and maintained that improvement with LEAs identified as having a high rate of suspension and expulsions over 10 days. For the past two years 0% of LEAs have been identified as having a significant discrepancy.

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



**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review Form in order to determine its impact on Indicator 4 (See Appendix D).

**The following activities were completed and are ongoing:**

1. Enhance and expand Utah's Behavior Initiatives (UBI). Continue to emphasize UBI professional development through adequate funding and training opportunities for districts and charter schools. Completed and ongoing.
  - UBI expanded in Fall 2007 to include one additional district pilot and one charter school pilot with the system wide implementation of PBIS. This addition created a total of 15 LEAs on the training platform.
  - In 2007-2008 UBI conducted a PBIS training platform for 87 schools in 15 LEAs on a continuum of behavioral interventions and supports. 60 trainings at both the State and LEA levels were held between August 2007 and June 2008.
  - During the Fall of 2008, 15 LEA level PBIS trainings were conducted for a total of 210 hours of training on universal, secondary, and individual research-based practices and interventions.

Results of this activity include increased LEA participation and an increase in the number of school personnel trained and implementing PBIS, which resulted in fewer office disciplinary referrals and better school climates as documented by UBI data.

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 gave technical assistance to allow large-scale implementation of both Statewide and district-wide PBIS. Two Advisory Council meetings were held between September 2007 and May 2008 during which four major universities, the USOE, the 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.
  - Nineteen UBI District Coaches provided additional 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, listserv participation and conference attendance. Twelve coaching network meetings were held between July 2007 and June 2008.
  - Fifteen UBI LEA Leadership Teams actively coordinated implementation and sustainability efforts within their districts. The objective of the teams was to increase capacity in four primary areas: capacity, coaching capacity, evaluation, and coordination. The UBI LEA Leadership Teams met quarterly throughout 2007-2008 to establish a system that enabled effective and efficient utilization of materials, personnel, and resources in the implementation of a 3-5 year action plan.

Results of this activity include an increase in the number of school personnel trained and implementing PBIS, which resulted in fewer office discipline referrals and better school climates as documented by UBI data.

3. Develop a self assessment for LEAs to assess the continuum of behavioral supports for students struggling with emotional/behavioral difficulties. Completed and being revised.
  - Self assessment tool was created for LEAs.

Results of this activity include a self assessment tool for LEA use.

4. Review and revise Statewide 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 and ongoing.
  - Provided technical assistance and comprehensive professional development for staff 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.

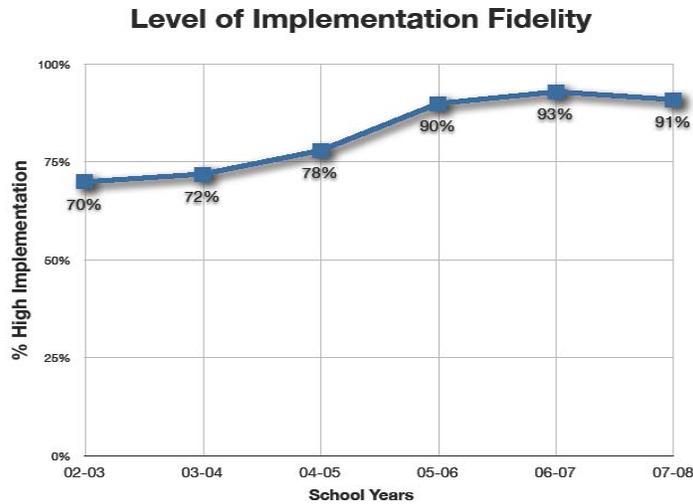
Results of this activity include technical assistance on behavioral interventions, comprehensive professional development for LEAs making a request, processes for functional behavioral assessments, and a support plan comprised of individualized intervention strategies.

5. Collaborate with USOE Data Warehouse to improve data collection. Assist with Education Data Exchange Network (EDEN) system coming online at the USOE. Completed and ongoing.
  - From August 2007 to July 2008 three meetings were held with the USOE Clearinghouse staff to discuss EDEN and the potential impact on APR indicators.
  - A presentation was made during the Statewide Student Information Systems (SIS) conference on steps needed to include indicator 4 data into the statewide EDEN system.
  - 792 on-line monthly data summaries were submitted by participating UBI schools providing the State leadership team with monthly school level data on the following 5 data indicators: (1) number of office discipline referrals (2) number of minor classroom discipline actions (3) number of tardies (4) number of suspensions and (5) number of school-wide positives given to students. Data were shared during USOE Clearinghouse meeting to consider process for inclusion in the USOE Clearinghouse.

Results of this activity include meetings held with USOE Clearinghouse staff to discuss EDEN, shared data on UBI data indicators and work toward an improved system for providing valid and reliable discipline data.

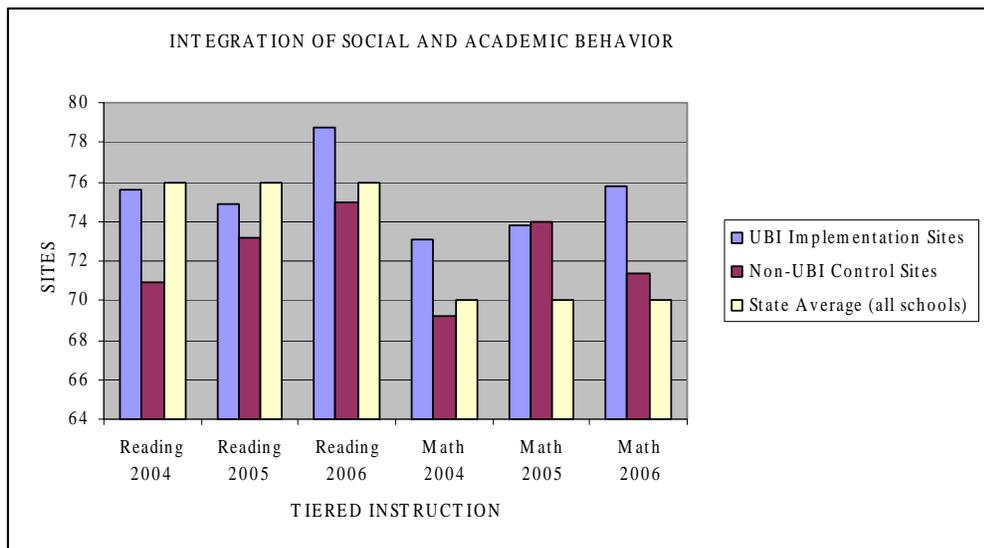
6. Evaluate the results of activities for FFY 2007 and determine additional activities based on those data. Completed and ongoing.
  - Schools involved with the UBI project were required to conduct a Schoolwide Evaluation Tool (SET) two times a year (Fall and Spring). The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The UBI project has maintained the percentage of target schools who are "high implementers" as demonstrated by SET results, consistent with elements required for systems change.

**Display 4-3: Level of Implementation with Fidelity**



- Data indicate a decrease in the number of office discipline referrals that could result in suspension or expulsion from school.
- Efforts to integrate behavior and academic instruction at the school-wide and classroom level have been proven to be 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.

**Display 4-4: UBI Implementation Sites Achieve Higher Test Scores**



Results of this activity include schools involved with the UBI project being required to conduct a School-wide Evaluation Tool (SET) two times a year (Fall and Spring), with staff using the SET results to evaluate the critical features of school-wide behavioral supports.

7. Collaborate with USOE Comprehensive Guidance programs for at risk students. Completed and ongoing.
  - Collaborated with USOE Comprehensive Guidance to make recommendations to USOE Board Rule R277-609-Standards for School District, School and Charter School Discipline Plans.
  - In November 2007, the Utah State Board of Education accepted recommendations to include the four major components of PBIS: (1) establish expectations across settings. (2)explicitly teach expectations (3)reinforce expectations (4)correct behavioral errors into R277-609 requiring all districts, schools, and charter schools to include policies related to discipline plans.
  - USOE Educational Specialist attended statewide Student Service Directors meetings to collaborate on LEA discipline policies and procedures.

Results of this activity include greater intra-agency SEA collaboration and a significant change in Utah State Board of Education Administrative Rule, which resulted in fewer students with disabilities suspended and expelled from school.

**Impact of completed activities listed above:**

Improvement activities resulted in an increase in LEA knowledge and capacity as well as a change in Utah State Board of Education Administrative Rule to include the four major components of Positive Behavioral Intervention and Support. These activities have collectively resulted in the maintenance of a 0% rate of LEAs of significant discrepancy in suspension/expulsion.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 4 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED TIMELINE #3 Develop a self assessment for districts to assess the continuum of behavioral supports for students struggling with emotional/behavioral difficulties.	2007-08	USOE Educational Specialist and UPDC staff	Activity has been completed.
NEW ACTIVITY Coordinate and collaborate with partner districts and target schools to implement Response to Intervention through	2008 through 2011	USOE Educational Specialist, UPDC staff, University partner, and IDEA Discretionary funds	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

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
Positive Behavioral Support, tiered literacy, and math ABC-UBI Initiatives.			on the integration of PBIS with tiered instruction for literacy and numeracy.
NEW ACTIVITY Establish university partnerships for the purpose of program evaluation and curriculum development.	2008 through 2011	USOE Educational Specialist, UPDC staff, University partners, and IDEA Discretionary funds	Provides for a more comprehensive statewide system of behavioral interventions and supports found to have an effective research base.

**Part B State Annual Performance Report (APR) for FFY 2007**

**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
<p align="center"><b>2007</b> (2007-2008)</p>	<ul style="list-style-type: none"> <li>A. The percentage of students with disabilities inside the regular class 80% or more of the day will increase by 1% over previous school year, i.e., 51.15%.</li> <li>B. The percentage of students with disabilities inside the regular class less than 40% of the day will decrease by 1% over previous school year, i.e., 15.66%</li> <li>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., 3.317%</li> </ul>

**Actual Target Data for FFY 2007:**

- A. 51.40%
- B. 15.40%
- C. 3.25%

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

	5A	5B	5C
Target	51.15%	15.66%	3.317%
Total number of students	55,043	55,043	55,043
Number of students in this setting	28,291	8,478	1,787
Percentage of students in this setting	51.40%	15.40%	3.25%
Met Target	Yes	Yes	Yes

The target of 51.15% for 5A was met.

The target of 15.66% for 5B was met.

The target of 3.317% 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.

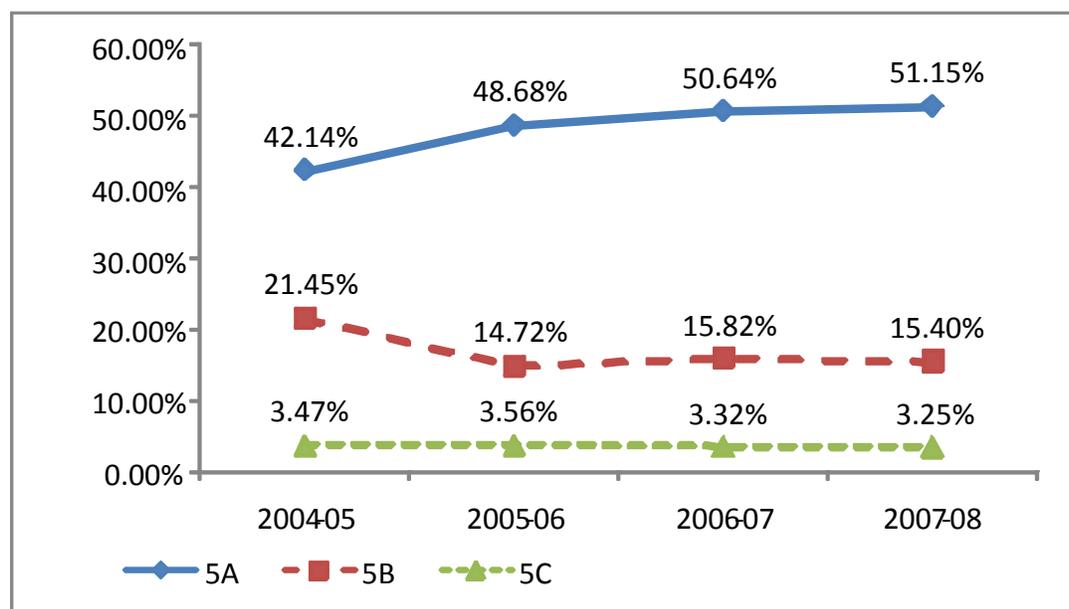
**Explanation of Progress or Slippage that occurred for FFY 2007 (2007-08):**

As noted in Display 5-2, from FFY 2004 to FFY 2007 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 three years.

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

Setting	FFY 2004	FFY 2005	FFY 2006	FFY 2007
Number of students with disabilities	52,619	53,064	53,569	55,043
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)	51.40% (N=28,291)
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)	15.40% (N=8,478)
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)	3.25% (N=1,787)

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



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

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 5 (See Appendix D).

**The following activities were completed FFY 2007:**

1. Monitor to verify that an indicated slippage was indeed the result of correcting a data problem. Completed and timeline being revised.  
 This activity resulted in the identification of data collection challenges and the resolution of those challenges as documented by UPIPS monitoring data.
2. 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). Completed and timeline being revised.
  - Identified work committees.
  - Identified outdated sections of the code.
  - Established time line.
  - Provided final product/code changes to Utah State legislators.
  - Prepared final code changes to be presented to Utah State Legislature.

These activities resulted in an updated State Code for students with sensory impairments as documented by the final report provided to Utah legislators.

3. Collaborate with Title I School Improvement Process. Completed and timeline being revised.
  - Met with Title 1 State School Improvement Team to assess needs.
  - Identified collaborative areas.
  - Identified professional development needs.
  - Developed cross functional teams for LEA access.

These activities resulted in a collaboration of knowledge and skills with the outcome being professional development and positive outcomes for Title 1 Schools in Improvement as documented on the Title 1 website and agendas.

4. Provide technical assistance to special school for students with sensory impairments. Completed and timeline being revised.
  - Monthly Roundtables were conducted.
  - Conferences on deaf education and interpreting were held.
  - Site visits and teleconferences were conducted.

Results of these activities identified the targeted needs of participants and identified follow-up professional development designed to meet those needs as documented by agendas.

5. Data collection and input procedures clarified with special school for students with sensory impairments. Completed and timeline being revised.
  - Monthly contacts were made with special school.
  - Data were reviewed on a regular basis to ensure accuracy.
  - Summary of data was shared with special school.
  - Data were compared to previous year's data.

Results of these activities clarified for special school data collection and reporting procedures as documented by Indicator 5C data.

6. Continue to monitor the data to determine additional activities that will result in meeting targets. Completed and timeline being revised.
  - Data were monitored.

Results of this activity provided the assurance that data procedure corrections have been maintained as documented in UPIPS monitoring data.

**The following activities were completed and ongoing:**

1. Provide technical assistance to LEAs on data collection. Completed and ongoing.
  - Technical assistance was provided to LEAs statewide.

Results of this activity enabled new and existing LEAs to collect consistent, valid and reliable data as documented by UPIPS monitoring data.

2. Collaborate to provide statewide conferences for all educators regarding classroom management, instruction, school-wide and targeted interventions to support students in LRE. Completed and ongoing.
  - Statewide 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 21,383 participants.

Results of these activities increased the interaction and collaboration between general and special educators during overlapping training for educators participating in professional development as documented by attendance records. The statewide professional development enabled educators to be provided and to have access to research based

instruction and intervention materials for implementation to support students in LRE, as documented by an improvement in Indicator 5 data.

3. Collaborate on program development of tiered instruction for all educators to support students in LRE. Completed and ongoing.
  - A tiered instruction framework was developed to support students in LRE.
    - Special educators and general educators reviewed and recommended instruction/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.
    - USOE staff participated in developing a tiered instruction framework for numeracy for all educators.

Results of these activities provided a consistent instruction/intervention framework for all educators. This provided support for educators to implement research based instruction/intervention and assessments in the area of math and science to support LRE for students as documented by improving state math scores for students with disabilities, participation records and online materials.

4. Provide IDEA discretionary funds to LEAs to enhance services for students in LRE. Completed and ongoing.
  - LEAs were provided funding to improve literacy instruction.
    - LEAs were awarded funding to create and maintain collaboration with general education in literacy instruction for all students.
      - ◆ 20 LEAs were awarded an average of \$5000 each

Results of this activity enabled LEAs to tailor professional development needs based on local student data, increased collaboration between general education, special education and Title 1 at the LEA level as documented through evaluation data reported by LEAs, and LEA attendance records. This activity contributed to improved state math scores for students with disabilities.

5. 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 schoolwide behavior strategies.
      - ◆ 54 schools
      - ◆ 14 school districts
      - ◆ 2 charter schools
      - ◆ Youth In Custody State program

These activities provided educators a framework consistent with research based interventions and valid, reliable behavior tools for behavior management strategies to ensure LRE for students with disabilities, thus contributing to an improvement in Indicator 5 data.

6. 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.
  - LEA data were compared to the State data.

- LEAs used the data during their self assessment process.
- Utah reviewed LRE data annually.

Results of these activities include an increased knowledge base and incentives for LEAs to utilize their individual LRE data to develop professional development activities in instruction/intervention, disproportionality, data collection, entry and use. These activities increased the collaboration between LEAs and the SEA to improve LRE as documented in UPIPS monitoring data.

7. Evaluate the results of activities and determine additional LRE needs based on those data. Completed and ongoing.
  - Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 5 data.

This activity provided the opportunity to assess the timeliness and relevance of all activities in the improvement of Indicator 5 data. The review resulted in the revision of timelines for six activities and the addition of one new activity.

**Impact of completed activities listed above:**

Each improvement activity was reviewed in terms of its impact on Indicator 5. Improvement activities resulted in consistent LEA data, improved professional development, an increase of students with disabilities being educated with their non-disabled peers, and increased collaboration between general and special educators in providing services to students with disabilities.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 5 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED TIMELINE #1 Monitor to verify that an indicated slippage was indeed the result of correcting a data problem.	2007-08		Results of this activity showed no slippage in 5C as documented by state monitoring data, indicating the problem has remained corrected.
REVISED TIMELINE #2 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).	2007-08		The committee has met and submitted all documents to the Utah State Legislature for action.
REVISED TIMELINE #3 Collaborate with Title I School Improvement Process.	2007-08		Improvement Activity Review determined that this activity does not relate to Indicator 5.

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED TIMELINE #4 Provide technical assistance to special school for students with sensory impairments.	2007-08		As a result of these activities, the needs of participants were identified and targeted follow-up professional development was designed to meet those needs.
REVISED TIMELINE #5 Data collection and input procedures clarified with special school for students with sensory impairments.	2007-08		Procedures have been clarified and data indicate continued correction.
REVISED TIMELINE #6 Continue to monitor data to determine additional activities that will result in meeting targets.	2007-08		Results of this activity showed no slippage in 5C as documented by state monitoring data, indicating the problem has remained corrected.
NEW ACTIVITY Coordinate and collaborate with partner districts and target schools to implement Response to Intervention through Positive Behavioral Support, tiered literacy and math ABC-UBI Initiatives.	2008 through 2011	USOE Education specialist, UPDC staff, University partners and IDEA discretionary funds	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.

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

### Overview of the State Performance Plan Development:

**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))

**Measurement:**

For each area:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
  - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
  - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
  - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
  - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- If a + b + c + d + e does not sum to 100%, explain the difference.

## **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 intact. 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 UPOD form is a statewide 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 select 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 Student Summary Form (UPOD SSF), and retained in the students' files.
- There are seven points on the UPOD rating scale (just like the ECO form); scale points 6 and 7 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.
- The UPOD rating scale data collected will be translated using the ECO calculator to reflect the five OSEP categories.
- LEAs report data on all students that exit the preschool special education program by June 30 of each year. Those data are submitted to USOE.
- 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.
- All LEAs started collecting UPOD data on preschool special education students that entered after September 30, 2006.

## **Discussion of FFY 2007 Baseline/Progress Data:**

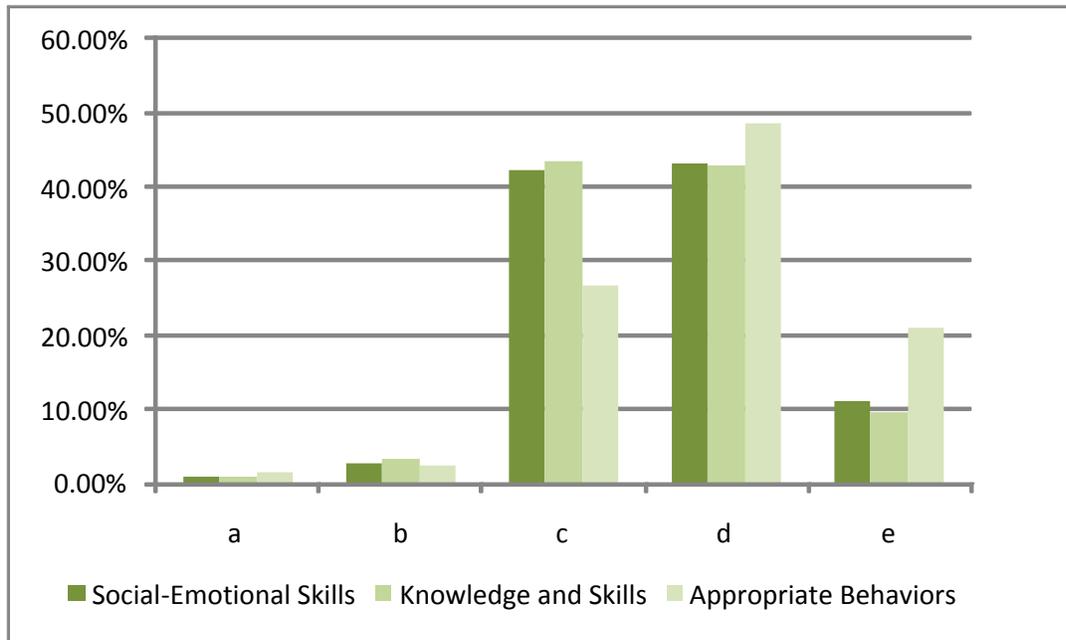
The data below show the progress data for all children who entered the Early Childhood Special Education Preschool Program (ECSE Preschool Program ) after August 1, 2006 and exited during the 2007-08 reporting period, who had both entry and exit data and participated in the ECSE Preschool Program for at least 6 months. As shown in Display 7-1, 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 (calculated by adding all but Category "a").

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

Reporting Category	Positive Social Skills		Acquisition and Use of Knowledge & Skills		Use of Behaviors to Meet Needs	
	Number	Percentage	Number	Percentage	Number	Percentage
a: Children who did not improve functioning	11	0.76%	13	0.90%	21	1.45%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	40	2.77%	46	3.19%	34	2.35%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	609	42.17%	630	43.63%	385	26.66%
d: Children who improved functioning to reach a level comparable to same-aged peers	624	43.21%	618	42.80%	701	48.55%
e: Children who maintained functioning at a level comparable to same-aged peers	160	11.08%	137	9.49%	303	20.98%
Total	N=1444	100.00%	N=1444	100.00%	N=1444	100.00%

Each of the OSEP Categories is broken out in Display 7-2. The data indicate that over 40% of children were in each of categories “c” and “d” for Social-Emotional Skills and Use of Knowledge and Skills; almost 50% of children were in Category “d” for Use of Appropriate Behaviors. Thus, most children are either functioning to a level nearer to same-aged peers or functioning at a level comparable to same-aged peers.

**Display 7-2: Percent of Children Scoring in Each Progress Category by Outcome, FFY 2007**



Display 7-3 shows the results over time. Results have been fairly consistent over time.

**Display 7-3: Percent of Children Scoring in Each Progress Category by Outcome, Results over Time**

Reporting Category	Positive Social Skills		Acquisition and Use of Knowledge & Skills		Use of Behaviors to Meet Needs	
	FFY 2006	FFY 2007	FFY 2006	FFY 2007	FFY 2006	FFY 2007
a: Children who did not improve functioning	0.41%	0.76%	0.21%	0.90%	1.68%	1.45%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	2.70%	2.77%	7.88%	3.19%	1.89%	2.35%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	35.89%	42.17%	37.76%	43.63%	18.70%	26.66%
d: Children who improved functioning to reach a level comparable to same-aged peers	42.74%	43.21%	42.53%	42.80%	46.43%	48.55%
e: Children who maintained functioning at a level comparable to same-aged peers	18.26%	11.08%	11.62%	9.49%	31.30%	20.98%
Total	N=482	N=1,444	N=482	N=1,444	N=482	N=1,444

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

#### **Improvement Activities/Timelines/Resources**

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>
Provide a Statewide preschool conference that includes a session on Preschool Outcomes Data (UPOD) process.	Completed October 2006	619 Preschool Coordinator and UPDC Preschool Specialist
Develop USOE preschool website to provide UPOD resources and links to the ECO website.	Completed September 2006	619 Preschool Coordinator and UPDC Preschool Specialist
Develop UPOD form.	Completed September 2006	619 Preschool Coordinator LEA preschool stakeholder group
Develop UPOD training.	Completed November 2006	619 Coordinator ECO Center
Collect pre-test data on students entering ECSE preschool in 2005-2006.	Completed June 2006	619 Preschool Coordinator and UPDC Preschool Specialist
Provide trainings for individual LEAs throughout the State on the UPOD system and process.	Completed June 2006	619 Preschool Coordinator and UPDC Preschool Specialist
Develop a new system to collect student outcome data. <ul style="list-style-type: none"> <li>• Use ECO calculator to collect data.</li> <li>• Develop a web-based system to collect data.</li> </ul> The web-based data collection system is in development. It is anticipated that when	September 2006 through June 2010	Part B 619 Coordinator, USOE staff, UPDC staff, and ECO Center, and contract personnel

completed, LEAs will use it to submit UPOD data electronically.		
<p>Provide regional trainings for all preschool coordinators on UPOD process.</p> <ul style="list-style-type: none"> <li>• Schedule four regional trainings.</li> <li>• Provide four regional trainings.</li> </ul> <p>The impact of these small training opportunities provided opportunities for LEAs to ask specific questions that have surfaced since the process has started. It also generated two new requests for State training.</p>	Completed August 2007 through December 2007	619 Preschool Coordinator
<p>Train on the UPOD process. Improvement activities resulted in increased statewide training activities and SEA/LEA file monitoring for Indicator 7, which in turn increased LEA staff knowledge and compliance with the requirement to test for three preschool outcomes on all preschool students with disabilities. It also identified that training must be ongoing. The activity improved the overall understanding of how and why preschool outcomes data must be collected to ensure better outcomes for students.</p>	September 2006 through 2011	619 Preschool Coordinator and UPDC Preschool Specialist
<p>Continue to update the UPOD process.</p> <ul style="list-style-type: none"> <li>• Update USOE website with newest UPOD information.</li> <li>• Develop new materials to support the UPOD process.</li> </ul> <p>To ensure that training is ongoing, LEAs must have access to current information and resources that are provided through the ECO Center or developed through the State. For improved outcomes for students, an LEA must be able to access new information and provide ongoing information to staff.</p>	September 2006 through 2011	619 Preschool Coordinator and USOE Web Manager
<p>Provide UPOD training at Statewide conferences.</p> <ul style="list-style-type: none"> <li>• Mentor Conference.</li> <li>• Preschool Conference.</li> </ul> <p>Improvement activities resulted in increased statewide training activities and SEA/LEA file monitoring for Indicator 7, which in turn increased LEA staff knowledge and compliance with the requirement to test for three preschool outcomes on all preschool students with disabilities. It also identified that training must be ongoing. The activity improved the overall understanding of how and why preschool outcomes data must be collected to ensure better outcomes for students.</p>	Completed June 2007 through 2008	619 Preschool Coordinator and UPDC Preschool Specialist
Provide training on the UPOD process to	Completed June	619 Preschool Coordinator

<p>the Utah Parent Center (UPC).</p> <ul style="list-style-type: none"> <li>Scheduled a date to provide training to the UPC staff.</li> <li>Training was provided.</li> </ul> <p>The impact of this training provided 12 parent specialists with new knowledge and understanding on preschool outcomes and how the data were being collected. The UPC has offered to volunteer time to develop a parent questionnaire if needed.</p>	<p>2008</p>	
<p>Monitor selected districts on the UPOD process yearly.</p> <ul style="list-style-type: none"> <li>Develop questions to add to the UPIPS file review.</li> <li>Use monitoring data to identify specific training needs.</li> <li>Questions were added to collect data on the UPOD process as part of UPIPS.</li> </ul> <p>Improvement activities resulted in increased statewide training activities and SEA/LEA file monitoring for Indicator 7, which in turn increased LEA staff knowledge and compliance with the requirement to test for three preschool outcomes on all preschool students with disabilities. It also identified that training must be ongoing. The activity improved the overall understanding of how and why preschool outcomes data must be collected to ensure better outcomes for students.</p>	<p>June 2006 through 2011</p>	<p>UPIPS monitoring team and 619 Preschool Coordinator</p>
<p>Link with the ECO Center for additional resources and technical assistance.</p> <ul style="list-style-type: none"> <li>Participate in conference calls provided by the ECO Center.</li> <li>There was participation in conference calls with ECO.</li> </ul> <p>To ensure that training is ongoing, LEAs must have access to current information and resources that are provided through the ECO Center or developed through the state. For improved outcomes for students, an LEA must be able to access new information and provide ongoing information to staff.</p>	<p>September 2006 through 2011</p>	<p>619 Preschool Coordinator and UPDC Preschool Specialist</p>

## Part B State Annual Performance Report (APR) for FFY 2007

### Overview of the Annual Performance Report Development:

**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
<b>2007</b> (2007-2008)	Increase from previous year by 0.1% regarding the 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. Thus, the target is 83.64%. (Last year's rate was 83.6%. $83.6\% + (83.6\% \cdot 0.1\%) = 83.64\%$ )

**Actual Target Data for FFY 2007: 85.2%**

**Display 8-1: Percent of Parents who Report that the School Facilitated their Involvement**

	FFY 2007
# of parents who returned a survey	797
# of parents who report that the school facilitated their involvement	679
<b>% of parents who report that the school facilitated their involvement</b>	<b>85.2%</b>

**The target of 83.64% was met.**

The USOE employed a sampling methodology as approved by OSEP in December, 2007 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 two of the monitoring cycle, during 2007-08, 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. The sampling was completed at the LEA level. A sample of students with disabilities was randomly selected from each of the selected LEAs. The number of students chosen was dependent on the number of total students with disabilities in an LEA. The sample sizes selected ensured roughly similar margins of error across the different LEA sizes. For those LEAs for which a sample was chosen, the population was stratified by gender, race/ethnicity, primary disability, and grade level to ensure representativeness of the resulting sample. When calculating the state level results, responses were weighted by the students with disabilities population size (e.g., an LEA that has four times the number of students with disabilities as another LEA will receive four times the weight in computing overall state results).

A sample of 3,905 was selected. A questionnaire was mailed to the parents of these 3,905 selected students; 797 parents responded for a response rate of 20.4%.

The “Parent Involvement Percentage” (i.e., the percent of parents who report that the school facilitated their involvement), is based on 11 of the 40 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. The additional information received from the remaining survey items is used to guide local and State program improvement efforts.

**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 the team ask for and consider your input on goals for your child’s IEP?
26	Do you receive periodic reports on your child’s progress toward IEP goals?
34	Does the school provide the information you need to have a positive effect on the quality of your child’s program (i.e., frequent communication)?
35	Does the school facilitate opportunities for you to provide input about your child’s education other than at IEP meetings (i.e., receptive to input)?
36	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?
37	Does your school encourage 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 (21%) 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 (24%) and 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.

Furthermore, the reliability of the results was reaffirmed by contacting a random sample of 73 parents. This random sample of parents were called and asked the 11 questions in Display 8-2. The responses of the phone interviewees were compared to the responses of those who completed and mailed the Parent Survey. The percent of phone respondents who agreed to each item was compared to the percent of mail respondents. There were no significant differences. This suggests that the results based on the mail respondents are representative of all parents of students with disabilities. The results of these 73 parents were incorporated into the overall results so that every parent who responded, either by mail or phone, would be counted and to ensure that every LEA had as high a response rate as possible.

**Explanation of Progress or Slippage that occurred for FFY 2007 (2007-08):**

As indicated in Display 8-3, parents who completed the survey in 2007-08 were slightly more likely to say the school facilitated their involvement than parents who completed the survey in 2006-07. The FFY 2006 results are lower than the FFY 2005 baseline results. FFY 2006 results were disaggregated to attempt to determine the reason for the decrease between FFY 2005 and FFY 2006. Data were disaggregated by gender, primary disability category, age, LEA, and race/ethnicity. In most all categories, the results decreased from FFY 2005 to FFY 2006, so the decrease could not be isolated to one or two groups of parents. Follow-up activities with the LEAs took place in FFY 2007 to ensure that they are making a concerted effort to involve parents in their children’s special education services. The increase in FFY 2007 is promising; follow-up activities with the LEAs will continue.

**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**

	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
# of parents who returned a survey	593	736	797
# of parents who report that the school facilitated their involvement	540	615	679
<b>% of parents who report that the school facilitated their involvement</b>	<b>91.14%</b>	<b>83.59%</b>	<b>85.2%</b>

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 8 (See Appendix D).

**The following activities were completed and are ongoing:**

1. Administer parent survey. Completed and being revised.
  - The parent survey was disseminated to selected parents during the Spring of 2008.
  - Responses were collected by mail until September 2008.

- A random sample of 73 non-responding parents were called and asked the 11 questions in Display 8-2 to ensure there were no significant differences between responders and non-responders.

Results of this activity include parents of students with disabilities being given an opportunity to provide input regarding their LEA's special education program, with the input being used by LEA staff to determine and apply strategies for improvement, as documented by parent survey results and meeting agendas.

2. Collect, record, and aggregate data from parent survey. Completed and being revised.
  - Survey responses, when received by mail through September 2008, were scanned 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 was trained in the data input process as well as in confidentiality procedures.
  - Data were randomly verified by a second USOE support staff member.

Results of this activity suggest that the survey results were accurately recorded and are representative of all parents of students with disabilities in the State, and the input is being used by LEA staff to determine and apply strategies for improvement, as documented by parent survey results and meeting agendas.

3. 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. Completed and being revised.
  - Characteristics of respondents were compared to characteristics of non-respondents to ensure representativeness of respondents. Response rates were examined by LEAs to make sure an adequate number of respondents from each LEA responded.
  - As indicated above, this activity was completed and results indicated that there were no significant differences between parents who responded by mail and parents who responded by phone. This suggests that the results based on the mail respondents are representative of all parents of students with disabilities.

Results of this activity suggest that the survey results were accurately recorded and are representative of all parents of students with disabilities in the State, with the input being used by LEA staff to determine and apply strategies for improvement, as documented by parent survey results and meeting agendas.

4. Analyze data to determine areas that need improvement and areas of commendation. Completed and being revised.
  - Data are disaggregated annually by LEA, gender, primary disability, ethnicity, and age.
  - In general, increases were seen in each category during FFY 2007, including the four large districts which are surveyed annually.
  - LEAs with areas of commendation were surveyed for strategies in use. These strategies were disseminated to LEAs needing improvement.
  - This information will be shared with LEAs to determine what types of improvement activities can take place at the local level.

Results of this activity include parents of students with disabilities being provided with an opportunity to provide input regarding their LEA's special education program, with the analyzed input being used by LEA staff to determine improvement needs and apply strategies for improvement, as documented by parent survey results and meeting agendas.

5. Report data analysis results to LEAs annually. Completed and being revised.
  - Results were provided to each surveyed LEA by email in March 2008. Results were also included in the APR data report, which was included with their determination letter on October 2008.
  - Results were discussed with LEAs during the March 2008 statewide special education directors' meeting, giving LEAs an opportunity to ask questions.

Results of this activity include SEA and LEA staff, when presented with State and LEA data, discussing, observing trends, and planning to address the needs indicated by the data, as documented by agendas, discussions with special education directors, and survey results.

6. Facilitate a focus group of LEAs and Utah Parent Center personnel to determine effective maintenance strategies, effective practices and areas for improvement. Completed and ongoing.
  - A focus group was created which included representatives from seven LEAs (including the four large districts of +50,000 students), four parents from the Utah Parent Center, representatives from the USOE (special education and charter schools), and personnel from the Utah Personnel Development Center.
  - Meetings were held on April 22, 2008, May 15, 2008, and June 13, 2008.
  - The focus group reviewed results by State and LEA and determined strategies for improvement for each identified area.

Results of this activity include SEA, Utah Parent Center, and LEA staff, when presented with State and LEA data, discussing, observing trends, and planning strategies to address the needs indicated by the data, as documented by agendas, discussions with special education directors, strategies manual, and survey results.

7. Disseminate effective maintenance strategies and effective practices to LEAs. Completed and ongoing.
  - Information was disseminated from the focus group to LEAs during State meetings, including USEAM, Charter School Roundtables, and the Utah Law Conference.
  - An evaluation method was developed to determine the effectiveness of strategies and has been applied to FFY 2007 results.

Results of this activity include SEA, Utah Parent Center, and LEA staff, when presented with State and LEA data, discussing, observing trends, and planning strategies to address the needs indicated by the data, as documented by agendas, discussions with special education directors, strategies manual, and survey results.

8. Establish and publish performance objectives for the items which fall below the State average or target. Completed and ongoing.
  - Performance objectives were developed during the focus group meetings.
  - Performance objectives were published on the USOE website.
  - Performance objectives were disseminated during State meetings and with APR determination letters.

Results of this activity include SEA and LEA staff, when presented with State and LEA data, discussing, observing trends, and planning strategies to address the needs indicated by the data, as documented by agendas, discussions with special education directors, strategies manual, performance objectives, and survey results.

9. Report data analysis results to Utah Parent Center annually. Completed and ongoing.
  - Results were provided to the Utah Parent Center in April 2008.

- A focus group was created which included representatives from seven LEAs (including the four large districts of +50,000 students), four parents from the Utah Parent Center, representatives from the USOE (special education and charter schools), and personnel from the Utah personnel Development Center.S
- Meetings were held on April 22, 2008; May 15, 2008; and June 13, 2008.
- The focus group reviewed results by State and LEA and determined strategies for improvement for each identified area.

Results of this activity include Utah Parent Center staff, when presented with State and LEA data, discussing, observing trends, and planning to address the needs indicated by the data, as documented by agendas and discussions with Utah Parent Center staff.

**Impact of completed activities listed above:**

Each improvement activity was reviewed in terms of its impact on Indicator 8. Improvement activities resulted in accurate data collection and reporting, increased State and LEA training activities, and increased discussion between SEA and LEA staff regarding areas needing improvement and strategies for improvement; thereby resulting in improved services for students with disabilities in the LEA and State. In addition, the improvement activity review resulted in combining several activities.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 8 (See Appendix D).

Activities	Timelines	Resources	Justifications
REVISED ACTIVITY #1, #2, and #3. Combine the three activities listed above to read: Administer parent survey, collect, record, and aggregate data from parent survey, and 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.	2008-2011	USOE staff, contracted personnel, IDEA discretionary funds	In order to create a process that lends itself to more comprehensive data analysis, the three activities have been combined to create a multi-step activity that must be completed in order to provide data for Indicator 8, as determined by improvement activity review.
REVISED ACTIVITY #4 and #5. Combine the two activities listed above to read: Analyze data to determine areas that need improvement and areas of commendation. Report data results to LEAs annually.	2008-2011	USOE staff, contracted personnel, IDEA discretionary funds	In order to create a process that lends itself to more comprehensive data analysis, the two activities have been combined to create a multi-step activity that must be completed in order to provide LEA data for Indicator 8, as determined by improvement activity review.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority:** Disproportionate Representation

**Indicator 9:** Percent of LEAs 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 LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of LEAs in the State)] times 100.

FFY	Measurable and Rigorous Targets
<b>2007</b> (2007-2008)	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 2007: 0%**

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

	Under- representation	Over- representation
Total # of LEAs	99	99
# of LEAs flagged for disproportionate representation	0	2
% of LEAs flagged for disproportionate representation	0.0%	2.02%
# of LEAs found to have disproportionate representation due to inappropriate identification	0	0
<b>Percent of LEAs that had disproportionate representation due to inappropriate identification</b>	<b>0.0%</b>	<b>0.0%</b>

**The target of 0% was met.**

The USOE collects data for Indicator 9 through the State December 1 Special Education 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 3.00 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	3.00 and up
Under-Representation	.30 and below

A careful review of each of the two LEAs that were at or above the cut-score of 3.0 for over-representation was conducted. There were no LEAs below the cut score of 0.30. The review procedures included having each LEA that was flagged complete the Self Assessment Tool that was developed by the Kansas State Department of Education and adopted by Utah. The Self Assessment Tool guided each LEA through a review of their policies and procedures to help them verify that there were no disproportionate representations of racial and ethnic groups in special education and related services that is 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	115	3	7.72
2	Native American	44	473	4.69

**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 Self Assessment Tool adds strength to the State’s review process of the policies, procedures, and practices previously accomplished only through the State’s monitoring process. The Self Assessment Tool assists 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 2007 (2007-08):**

As indicated in Display 9-4, the State of Utah maintained a 0% disproportionate representation rate. Thus, for three years, zero LEAs have had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.

Please note that in 2005-06, different cut-scores were used to flag LEAs for 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 2007-08. The State 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 - 2.50 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 State changed the cut-scores as indicated. However, in all years, none of the flagged LEAs were deemed as having inappropriate identification procedures.

**Correction of Previous Year’s Noncompliance:**

With zero LEAs having disproportionate representation in FFY 2007 due to inappropriate identification, evaluation, and placement of students with disabilities of all ethnicities, no correction was necessary.

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

	FFY 2005	FFY 2006	FFY 2007
Total # of LEAs	72	91	99
# of LEAs flagged for disproportionate representation – Over-representation	36	5	2
# of LEAs found to have disproportionate representation due to inappropriate identification – Over-representation	0	0	0
<b>Percent who had disproportionate representation due to inappropriate identification – Over-representation</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
# of LEAs flagged for disproportionate representation – Under-representation	0	1	0
# of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation	0	0	0
<b>Percent who had disproportionate representation due to inappropriate identification – Under-representation</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

**Discussion of Improvement Activities:**

Each Improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 9 (See Appendix D).

**The following activities were completed and are ongoing:**

1. Apply a Risk Ratio formula to disaggregated data at LEA and State level. Completed and being revised.
  - A risk ratio formula was applied to all LEA and State 618 Child Count Race and Ethnicity data.
  - Data were reviewed and a weighted risk ratio or alternate risk ratio was used to determine a final risk ratio for each LEA.
  - LEAs with a final risk ratio of 3.00 or larger or 0.30 or smaller were flagged for a further review of their policies and procedures to ensure that there were no inappropriate identification, evaluation, or placement of students with disabilities in these identified LEAs.
  - Two districts and charter schools were flagged for over-identification in their special education population. The two LEAs were asked to complete the Self Assessment Tool process to assist in a review of their policies and procedures to determine if the over-representation was a result of inappropriate identification, evaluation and placement of students with disabilities. Monitoring data were also reviewed during this review of their policies and procedures.

Results of this activity are that the use of a risk ratio to flag LEAs for potential over-identification triggered the use of monitoring data and review of policies and procedures using the Self Assessment Tool to ensure that disproportionate representation due to inappropriate identification policies and procedures was not occurring.

2. Identify LEAs with disproportionate representation of racial and ethnic groups in special education. Completed and being revised.
  - Using the risk ratio, two LEAs were flagged with a risk ratio larger than 3.00 for over-representation. This triggered a review of policies and procedures for the two flagged LEAs using the Self Assessment Tool to determine if their flagged status was a result of inappropriate identification, evaluation, and placement of students with disabilities. Monitoring data were also reviewed.

Results of this activity are that two LEAs were flagged for potential over-disproportionate representation which required a review of policies and procedures to ensure that there are no inappropriate identification policies and procedures in the LEA.

3. Using a review of policies and procedures as well as monitoring data, determine if the disproportionate representation could be the result of inappropriate identification practices. Completed and being revised.
  - The Self Assessment Tool was used to determine if the flagged status of two LEAs was a result of inappropriate identification, evaluation, and placement of students with disabilities. Monitoring data were also reviewed for the two flagged LEAs to verify the findings of the Self Assessment Tool.

The results of monitoring data and review of policies and procedures using the Self Assessment Tool was that the number of LEAs found to have disproportionate representation due to inappropriate identification policies and procedures was zero.

4. Provide training to identified LEAs on evaluation and eligibility determination procedures. Completed and ongoing.
  - Having zero LEAs with inappropriate identification has caused the State's training not to be just targeted to those who were flagged for potential identification practices, but has been available to all LEAs in the State of Utah. Training on identification, evaluation, and placement of students with disabilities is available upon request from the Utah

Professional Development Center, at many of the State's conferences, on training modules, and on a local basis in many LEAs.

As a result of this activity, training in appropriate identification practices has been provided through a variety of formats offered to all LEAs. Furthermore, awareness created through the Self Assessment Tool process has resulted in a number of LEAs sponsoring their own identification practices trainings.

5. Continue to collect, disaggregate, and compare 618 data. Completed and ongoing.
  - 618 data are collected annually.
  - Collections include: 1. Child Count 2. Environments 3. Special Education Personnel 4. Assessment 5. Discipline 6. Exit 7. Dispute Resolutions.
  - 618 Data are collected and disaggregated by LEA and by school level.
  - Annual collections make possible comparisons over time.

Results of this activity are that an annual 618 data collection of the same data elements allows for comparisons and helps determine trends, thereby allowing LEAs to anticipate and address potential issues regarding disproportionate representation.

6. Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionate representation. Completed and being revised.
  - Each targeted LEA completed a desk audit of their race ethnicity data.
  - Targeted LEAs received a USOE monitoring desk-audit and/or on-site visit to verify accuracy of self assessment data.
  - USOE staff members followed up as needed with technical assistance.

Results of this activity are that targeted LEAs will receive follow-up monitoring, thereby ensuring students with disabilities are not being incorrectly identified, evaluated, and placed inappropriately.

7. Provide follow up technical assistance and/or enforcement actions based on identification of policies and procedures that lead to inappropriate identification of students with disabilities. Completed and ongoing.
  - A policy and procedures manual was developed by each LEA during the 2007-2008 school year.
  - No enforcement actions were applied due to zero LEAs having inappropriate policies and procedures that lead to inappropriate identification.
  - USOE staff members followed up as needed with technical assistance.

Results of this activity are that each LEA will have an approved policy and procedure manual to guide their identification, evaluation, and placements of students with disabilities.

8. Collaborate to provide statewide conferences for all educators regarding classroom management, instruction, and school-wide targeted interventions to support students in LRE. Completed and ongoing.
  - Statewide professional development in collaboration with general education was provided in the following areas:
    - Response to Intervention
    - DIBELS, progress monitoring and screening
    - Assessment, informal and formal
    - Interventions for struggling readers
    - Behavior strategies
    - Tiered instruction
    - ELL instruction
    - Math and science instruction

- Participants included general and special educators, administrators, parents, Title I schools, secondary and elementary educators totaling 21,383.

Results of the activity increased the interaction and collaboration between general and special educators during overlapping training for educators participating in professional development as documented by attendance records and agendas. The statewide professional development enabled educators to be provided and to have access to research based instruction and intervention materials for implementation to support students in LRE.

9. Collaborate on program development of tiered instruction to support students in LRE. Completed and ongoing.
  - A tiered instruction framework was developed to support students in LRE:
    - Special educators and general educators reviewed and recommended instruction/intervention materials to classroom teachers.
    - USOE special education staff participated with general education 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.
    - USOE staff participated in developing a tiered instruction framework for numeracy for all educators.

Results of these activities provided a consistent instruction/intervention framework for all educators. The framework provides support for educators to implement research based instruction/interventions and assessments in the area of math and science to support LRE for students as documented by improving state math scores for students with disabilities, participation records and online materials.

10. Utilize the Self Assessment Tool that was developed by the Kansas State Department of Education and adopted by Utah to review policies and procedures. Completed and being revised.
  - Two LEAs used the Self Assessment Tool to review their policies, procedures, and practices of identification, evaluation, and placement of students with disabilities.

Results of this activity include targeted LEAs utilizing a systematic method of reviewing their policies and procedures and the assurance that their policies and procedures are appropriate.

11. 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 noncompliance must be corrected within one year from the date of the completion of the Self Assessment Tool. Completed and ongoing.
  - A Corrective Action component was included in the Self Assessment Tool process used for FFY 2007.

Results of this activity will ensure that if LEAs are found out of compliance they will be required to develop a corrective action plan and correct the noncompliance within one year.

**Impact of completed activities listed above:**

With the addition of the Self Assessment Tool developed by the Kansas State Department of Education, and adopted by Utah, the State and LEA review process of policies, procedures, and practices is strengthened with 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 of racial and ethnic groups in special education and related services in districts and charter schools. The assessment process also directs LEAs to develop a corrective action plan if they are found not in

compliance with this indicator. The noncompliance must be corrected within one year from the date of the completion of the Self Assessment Tool, when identified. This process ensures that students with disabilities are not disproportionately represented as a result of inappropriate identification.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 9 (See Appendix D).

Activities	Timelines	Resources	Justifications
<p>REVISED ACTIVITY #1 AND #2                      The two activities will be combined to read:                      Apply Risk Ratio formula to disaggregated data at State and LEA level to identify LEAs with disproportionate representation in their special education population.</p>	<p>2008-2011</p>	<p>USOE Staff</p>	<p>As a result of the improvement activity review, these activities have been combined since they are both parts of the same process.</p>
<p>REVISED ACTIVITY #3, #6, and #10                      The three activities will be combined to read:                      Using the Self Assessment Tool and UPIPS monitoring, targeted LEAs will conduct a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices.</p>	<p>2008-2011</p>	<p>USOE Staff</p>	<p>As a result of the improvement activity review, these activities have been combined since they are all parts of the same process.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

<b>Monitoring Priority:</b> Disproportionate Representation
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<p><b>Indicator 10:</b> Percent of LEAs 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))</p>
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<p><b>Measurement:</b> Percent = [(# of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of LEAs in the State)] times 100.</p>
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FFY	Measurable and Rigorous Targets
<b>2007</b> (2007-2008)	The percent of LEAs 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 2007: 0%**

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

	Under- representation	Over- representation
Total # of LEAs	99	99
# of LEAs flagged for disproportionate representation	4	14
% of LEAs flagged for disproportionate representation	4.04%	14.14%
# of LEAs found to have disproportionate representation due to inappropriate identification	0	0
<b>Percent of LEAs that had disproportionate representation due to inappropriate identification</b>	<b>0.0%</b>	<b>0.0%</b>

**The target of 0% was met.**

The USOE collects data for Indicator 10 through the State December 1 Special Education 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 in specific disability categories at each LEA. Thus, all data for all racial/ethnic groups in specific disability categories 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 3.00 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**

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 fourteen LEAs that were at or above the cut-score of 3.00 for over-representation and for the four LEAs at or below the cut-score of .3 for under-representation was conducted. The review procedures included having each LEA that was flagged complete the Self Assessment Tool that was developed by the Kansas State Department of Education and adopted by Utah. The Self Assessment Tool guided each LEA through a review of their policies and procedures to help them verify that there were no over-or under-disproportionate representation of any racial and ethnic groups in specific disability categories 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 10-3: 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	61	6	3.23
2	White	SP	13	2	4.19
3	White	AUT	202	28	4.39
4	Black	ED	21	464	4.22
5	Black	ED	13	210	4.07
6	White	AUT	24	3	3.02
6	Hispanic	SLD	62	109	3.39
7	White	AUT	61	9	3.29
8	White	SP	10	0	3.43
9	Native American	SLD	159	31	3.71
10	Native American	SLD	10	410	6.00
11	White	ED	16	0	3.35
12	White	AUT	17	1	3.16
13	White	AUT	80	3	273.70
13	White	OHI	14	0	23.79
14	White	AUT	80	27	3.68
15	Hispanic	AUT	19	91	0.28
16	Hispanic	ED	12	61	0.24
17	White	SLD	11	1	0.30
18	Hispanic	AUT	15	215	0.18

### 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 data received, a sign off sheet from each LEA is required to verify accuracy of their child count. The Self Assessment Tool added strength to the State's review process of the policies, procedures, and practices previously done only through the State's monitoring process. The Self Assessment Tool assists 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 2007:

As indicated in Display 9-4, the State of Utah maintained a 0% disproportionate representation rate. Thus, for three years, zero LEAs have had disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.

Please note that in 2005-06, different cut-scores were used to flag LEAs for 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 2007-08. The State 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 - 2.50 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 State changed the cut-scores as indicated above. However, in all years, none of the flagged LEAs were deemed as having inappropriate identification procedures.

### Correction of Previous Year's Noncompliance:

With zero LEAs having disproportionate representation in FFY 2007 due to inappropriate identification, evaluation, and placement of students with disabilities in all ethnicities and all disability categories, no correction was necessary.

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

	FFY 2005	FFY 2006	FFY 2007
Total # of LEAs	72	91	99
# of LEAs flagged for disproportionate representation – Over-representation	36	12	14
# of LEAs found to have disproportionate representation due to inappropriate identification – Over-representation	0	0	0
<b>Percent who had disproportionate representation due to inappropriate identification – Over-representation</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
# of LEAs flagged for disproportionate representation – Under-representation	0	5	4
# of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation	0	0	0
<b>Percent who had disproportionate representation due to inappropriate identification – Under-representation</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

### **Discussion of Improvement Activities:**

Each improvement activity was review using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 10 (See AppendixD).

#### **The following activities were completed and are ongoing:**

1. Apply a Risk Ratio formula to disaggregated data at LEA and State level. Completed and being revised.
  - A risk ratio formula was applied to all LEA and State 618 Child Count Race and Ethnicity data.
  - Data were reviewed and a weighted risk ratio or alternate risk ratio was used to determine a final risk ratio for each disability category in all LEAs.
  - LEAs with a final risk ratio of 3.00 or larger or 0.30 or smaller were flagged for a further review of their policies and procedures to ensure that there were no inappropriate identification, evaluation, or placement of students with disabilities in these identified LEAs.
  - Eighteen districts and charter schools were flagged for either over-identification or under-identification of racial and ethnic groups in specific disability categories. The 18 LEAs were asked to complete the Self Assessment Tool process to assist in a review of their policies and procedures to determine if the over-representation was a result of inappropriate identification, evaluation and placement of students with disabilities. Monitoring data was also reviewed during this review of their policies and procedures.

Results of this activity are that the use of a risk ratio to flag LEAs for potential over-identification triggered the use of monitoring data and review of policies and procedures using the Self Assessment Tool to ensure that disproportionate representation due to inappropriate identification policies and procedures was not occurring.

2. Identify LEAs with disproportionate representation of racial and ethnic groups in all disability categories in special education. Completed and being revised.
  - Using the risk ratio, 14 LEAs were flagged with a risk ratio larger than 3.00 for over representation, and 4 LEAs were flagged with a risk ratio of less than 0.30. This triggered a review of policies and procedures for the 18 flagged LEAs using the Self Assessment Tool process to determine if their flagged status was a result of inappropriate identification, evaluation, and placement of students with disabilities. Monitoring data were also reviewed.

Results of this activity are that 18 LEAs were flagged for potential over/under-disproportionate representation which required a review of policies and procedures to ensure that there are no inappropriate identification policies and procedures in the LEA.

3. Using a review of policies and procedures as well as monitoring data, determine if the disproportionate representation could be the result of inappropriate identification practices. Completed and being revised.
  - The Self Assessment Tool was used to determine if the flagged status of 18 LEAs was a result of inappropriate identification, evaluation, and placement of students with disabilities. Monitoring data were also reviewed for the 18 flagged LEAs to verify the findings of the Self Assessment Tool.

The results of monitoring data and review of policies and procedures using the Self Assessment Tool was that the number of LEAs found to have disproportionate representation due to inappropriate identification policies and procedures was zero.

4. Provide training to identified LEAs on evaluation and eligibility determination procedures. Completed and ongoing.
  - Having zero LEAs with inappropriate identification has caused the State's training not to be just targeted to those who were flagged for potential identification practices, but has been available to all LEAs in the State of Utah. Training on identification, evaluation, and placement of students with disabilities is available upon request from the Utah Professional Development Center, at many of the State's conferences, on training modules, and on a local basis in many LEAs.

As a result of this activity, training in appropriate identification practices has been provided through a variety of formats offered to all LEAs. Furthermore, awareness created through the Self Assessment Tool process has resulted in a number of LEAs sponsoring their own identification practices trainings.

5. Continue to collect, disaggregate, and compare 618 data. Completed and ongoing.
  - 618 data are collected annually.
  - Collections include: 1. Child Count 2. Environments 3. Special Education Personnel 4. Assessment 5. Discipline 6. Exit 7. Dispute Resolutions.
  - 618 Data are collected and disaggregated by LEA and by school level.
  - Annual collections make possible comparisons over time.

Results of this activity are that an annual 618 data collection of the same data elements allows for comparisons and helps determine trends, thereby allowing LEAs to anticipate and address potential issues regarding disproportionate representation.

6. Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionate representation. Completed and being revised.
  - Each targeted LEA completed a desk audit of their race ethnicity data.
  - Targeted LEAs received a USOE monitoring desk audit and/or on-site visit to verify accuracy of self assessment data.
  - USOE staff members followed up as needed with technical assistance.

Results of this activity are that targeted LEAs will receive follow-up monitoring, thereby ensuring students with disabilities are not being incorrectly identified, evaluated, and placed inappropriately.

7. Provide follow up technical assistance and/or enforcement actions based on identification of policies and procedures that lead to inappropriate identification of students with disabilities. Completed and ongoing.
  - A policy and procedures manual was developed by each LEA during the 2007-2008 school year.
  - No enforcement actions were applied due to zero LEAs having inappropriate policies and procedures that lead to inappropriate identification.
  - USOE staff members followed up as needed with technical assistance.

Results of this activity are that each LEA will have an approved policy and procedure manual to guide their identification, evaluation and placements of students with disabilities.

8. Collaborate to provide statewide conferences for all educators regarding classroom management, instruction, and school-wide targeted interventions to support students in LRE. Completed and ongoing.
  - Statewide professional development in collaboration with general education was provided in the following areas:
    - Response to Intervention
    - DIBELS, progress monitoring and screening

- Assessment, informal and formal
- Interventions for struggling readers
- Behavior strategies
- Tiered instruction
- ELL instruction
- Math and science instruction
- Participants included general and special educators, administrators, parents, Title I school personnel, elementary and secondary educators totaling 21,383.

Results of these activities increased the interaction and collaboration between general and special educators during overlapping training for educators participating in professional development as documented by attendance records and agendas. The statewide professional development enabled educators to be provided and to have access to research-based instruction and intervention materials for implementation to support students in LRE.

9. Collaborate on program development of tiered instruction to support students in LRE. Completed and ongoing.

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

Results of these activities provided a consistent instruction/intervention framework for all educators. The framework provides support for educators to implement research based instruction/intervention and assessments in the area of math and science to support LRE for students as documented by improving math scores for students with disabilities, participation records and on-line materials.

10. Utilize the Self Assessment Tool that was developed by the Kansas State Department of Education and adopted by Utah to review process of policies and procedures, and practices. Completed and being revised.

- 18 LEAs used the Self Assessment Tool to review their policies, procedures, and practices of identification, evaluation, and placement of students with disabilities.

Results of this activity include targeted LEAs utilizing a systematic method of reviewing their policies and procedures and the assurance that their policies and procedures are appropriate.

11. 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 noncompliance must be corrected within one year from the date of the completion of the Self Assessment Tool. Completed and ongoing.

- A Corrective Action component was included in the Self Assessment Tool process used for FFY 2007.

Results of this activity will ensure that if LEAs are found out of compliance, they will be required to develop a corrective action plan and correct the noncompliance within one year.

**Impact of completed activities listed above:**

With the addition of the Self Assessment Tool developed by the Kansas State Department of Education and adopted by Utah, the State and LEA review process of policies and procedures is strengthened with 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 of racial and ethnic groups in specific disability categories in districts and charter schools. The assessment process also directs LEAs to develop a corrective action plan if they are found not in compliance with this indicator. The noncompliance must be corrected within one year from the date of the completion of the Self Assessment Tool, when identified. This process ensures that students with disabilities are not disproportionately represented as a result of inappropriate identification.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 10 (See Appendix D).

Activities	Timelines	Resources	Justifications
<p>REVISED ACTIVITY #1 AND #2 The two activities will be combined to read: Apply Risk Ratio formula to disaggregated data at State and LEA level to identify LEAs with disproportionate representation in their special education population.</p>	<p>2008-2011</p>	<p>USOE Staff</p>	<p>As a result of the improvement activity review, these activities have been combined since they are both parts of the same process.</p>
<p>REVISED ACTIVITY #3, #6, and #10 The three activities will be combined to read: Using the Self Assessment Tool and UPIPS monitoring, targeted LEAs will conduct a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices.</p>	<p>2008-2011</p>	<p>USOE Staff</p>	<p>As a result of the improvement activity review, these activities have been combined since they are all parts of the same process.</p>

**Part B State Annual Performance Report (APR) for FFY2007**

**Overview of the Annual Performance Report Development:**

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

**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))

**\*\*Utah State established timeline is 45 school days.**

**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 the evaluation was completed and any reasons for the delays.

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

FFY	Measurable and Rigorous Targets
<b>2007</b> (2007-2008)	One hundred (100) percent of children will be evaluated within 60 days** of receiving parental consent for initial evaluation.

**Actual Target Data for FFY 2007: 96.6%**

**Target not met; however, the State achieved 96.6%.**

The target of 100% was not met, although improvement was made over the FFY 2006 results which indicated that 95.2% of children were evaluated within the timeline. In addition, 100% of LEAs which were found out of compliance for exceeding the timeline in FFY 2006 corrected their procedures and practices within one year (FFY 2006 APR results of eleven students whose evaluations went beyond the timeline in five LEAs).

**Display 11-1: Percent of Children Evaluated within the 45 School Day Timeline**

	<b>FFY 2007</b>
a. # of children for whom parental consent to evaluate was received	406
b. # determined not eligible whose evaluations were completed within 45 school days	38
c. # determined eligible whose evaluations were completed within 45 school days	354
# not included in b. or c.	14
<b>Percent who met the indicator</b>	<b>96.6%</b>

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 and 2006-2007 was the IDEA-established 60 days; the timeline was adjusted to follow State Rules during 2007-2008 and was 45 school days for this APR reporting period. During the 2007-2008 school year, 406 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 406 files came from 46 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 406 reviewed files, 38 students later determined not eligible had evaluations which were completed within 45 school days and 354 students later determined eligible for special education and related services had evaluations completed within 45 school days. Thirteen students in eight LEAs later determined eligible for special education and related services had evaluations completed beyond the 45 school day timeline. The lengths of evaluations for these 13 students were 46, 47, 58, 59, 63, 65, 81, 82, 98, 104, 108, 140, and 259 days. Delays in one of the evaluations was due to an ineffective child find system in a school, three evaluations were delayed due to special education personnel noncompliance, and nine of the evaluations were delayed due to difficulty in finding trained evaluation personnel. One student in one LEA (which also had timelines exceeded for students determined eligible for special education and related services) later determined not eligible for special education and related services had an evaluation completed beyond the 45 school day timeline. The length of evaluation for this 1 student was 62 days; this delay was also due to difficulty in finding trained evaluation personnel. Thus, a total of 14 students had evaluations completed beyond the 45 school day timeline as described in Displays 11-2 and 11-3.

During data analysis, a root cause pattern was discovered. Several of the LEAs who had exceeded the timeline requirements were charter schools, who had exceeded the timeline requirements due to waiting for evaluations from a no-cost evaluator. As a result, new procedures have been added, and if the no-cost evaluator cannot be scheduled for the evaluation within the timeline requirements, the scheduler will refuse the charter school request and direct them to use alternate evaluation personnel.

Display 11-2 gives an accounting of the number of delays per LEA for students later determined eligible for special education and related services and the reason for the delay. Display 11-3 gives an accounting of the number of delays per LEA for students later determined not eligible for special education and related services and the reason for the delay. Display 11-4 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 State Established 45 School Day Timeline for Students Later Determined Eligible for Special Education and Related Services and the Associated Reason for the Delay, by LEA**

LEA	Data Collection Method	# of Evaluations Over 45 School Days and Student is Eligible	# of Actual Days Taken to Complete Evaluation	Reason for Delay (Root Cause)
M	On-Site Data	1	65	Child Find system not implemented effectively at school site/teacher noncompliance
N	On-Site Data	2	63, 140	Difficulty finding personnel for evaluation
R	On-Site Data	1	81	Difficulty finding personnel for evaluation
Z	Self Assessment	3	98, 104, 108	Difficulty finding personnel for evaluation for first two, teacher noncompliance for the last one
BB	Self Assessment	1	46	Difficulty finding personnel for evaluation
DD	Self Assessment	1	82	Teacher noncompliance
EE*	Self Assessment	3	58, 59, 259	Difficulty finding personnel for evaluation
SS	Desk Audit	1	47	Difficulty finding personnel for evaluation

EE\* also exceeded the timeline for students later determined not eligible for special education and related services.

**Display 11-3: Number of Student Evaluations Not Meeting the State Established 45 School Day Timeline for Students Later Determined Not Eligible for Special Education and Related Services and the Associated Reason for the Delay, By LEA**

LEA	Data Collection Method	# of Evaluations Over 45 School Days and Student is Not Eligible	# of Actual Days Taken to Complete Evaluation	Reason for Delay (Root Cause)
EE	Self Assessment	1	62	Difficulty finding personnel for evaluation

**Display 11-4: Number of Student Files Reviewed and Number that Met/Did Not Meet the State Established 45 School-Day Timeline, by LEA**

<b>LEA</b>	<b>Data Collection Method</b>	<b>Evaluation w/in 45 School Days + Student is Eligible</b>	<b>Evaluation w/in 45 School Days + Student is NOT Eligible</b>	<b>Evaluation Over 45 School Days + Student is Eligible</b>	<b>Evaluation Over 45 School Days + Student is NOT Eligible</b>
A	On-Site Data	1	5	0	0
B	On-Site Data	1	0	0	0
C	On-Site Data	2	0	0	0
D	On-Site Data	11	0	0	0
E	On-Site Data	3	0	0	0
F	On-Site Data	13	0	0	0
G	On-Site Data	4	1	0	0
H	On-Site Data	1	0	0	0
I	On-Site Data	2	1	0	0
J	On-Site Data	3	1	0	0
K	On-Site Data	4	0	0	0
L	On-Site Data	8	2	0	0
M	On-Site Data	14	1	1	0
N	On-Site Data	3	1	2	0
O	On-Site Data	14	1	0	0
P	On-Site Data	10	0	0	0
Q	On-Site Data	3	0	0	0
R	On-Site Data	5	0	1	0
S	On-Site Data	3	1	0	0
T	On-Site Data	7	1	0	0
V	Self Assessment	4	0	0	0
W	Self Assessment	3	3	0	0
X	Self Assessment	10	0	0	0
Y	Self Assessment	3	5	0	0
Z	Self Assessment	5	0	3	0
AA	Self Assessment	4	0	0	0
BB	Self Assessment	7	0	1	0
CC	Self Assessment	15	6	0	0
DD	Self Assessment	44	0	1	0
EE	Self Assessment	26	0	3	1
FF	Self Assessment	13	0	0	0
GG	Self Assessment	7	0	0	0
II	Desk Audit	4	9	0	0
JJ	Desk Audit	40	0	0	0
KK	Desk Audit	1	0	0	0
LL	Desk Audit	10	0	0	0
MM	Desk Audit	5	0	0	0
NN	Desk Audit	1	0	0	0

LEA	Data Collection Method	Evaluation w/in 45 School Days + Student is Eligible	Evaluation w/in 45 School Days + Student is NOT Eligible	Evaluation Over 45 School Days + Student is Eligible	Evaluation Over 45 School Days + Student is NOT Eligible
OO	Desk Audit	1	0	0	0
PP	Desk Audit	1	0	0	0
QQ	Desk Audit	6	0	0	0
RR	Desk Audit	6	0	0	0
SS	Desk Audit	10	0	1	0
TT	Desk Audit	5	0	0	0
UU	Desk Audit	1	0	0	0
VV	Desk Audit	10	0	0	0
	<b>TOTALS</b>	<b>354</b>	<b>38</b>	<b>13</b>	<b>1</b>

The eight LEAs with evaluations exceeding 45 school days were required to write a Corrective Action Plan (CAP) to address their process for determining eligibility within the required timelines. LEAs that had initial evaluations that went beyond 45 school days were required to document additional training on the timeline requirement and submit additional monitoring data which demonstrated correction of the noncompliance in both LEA procedures and practices. LEAs whose CAP does not result in the correction of the noncompliance within one year will receive enforcement actions from the SEA; actions 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 five LEAs with noncompliance identified during the FFY 2006 APR successfully corrected their noncompliance in procedures and practices 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. The LEAs with noncompliance as the result of teacher noncompliance instituted internal professional actions which directly addressed and documented the noncompliance, again resulting in correction.

**Valid and Reliable Data:**

Data reliability and validity were ensured through a data collection process that used multiple methods. Data were collected from on-site visits, desk audits, LEA Self Assessment Reports, and the State dispute resolution process. Display 11-5 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 11-5: Questions Used to Collect Indicator 11 Data**

1. Consent for Initial Evaluation Date:
2. Evaluation Conducted within 45 School Days?
3. If Not Within 45 School Day Timeline, List Reason for the Delay:

**Explanation of Progress or Slippage that occurred for FFY 2007 (2007-08):**

As indicated in Display 11-6, the State has 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 96.6% but also in terms of the number of reviewed files on which this indicator is based. In 2005-06, only 42 files were reviewed; this year, data were reported on 406 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). In addition, 100% of LEAs with noncompliance on initial evaluation timelines corrected their procedures and practices in a timely manner.

**Display 11-6: Percent of Children Evaluated within the 45 School-Day Timeline, Results over Time**

	FFY 2005	FFY 2006	FFY 2007
a. # of children for whom parental consent to evaluate was received	42	229	406
b. # determined not eligible whose evaluations were completed within 45 school days	6	16	38
c. # determined eligible whose evaluations were completed within 45 school days	26	202	354
# not included in b. or c.	10	11	14
<b>Percent who met the indicator</b>	<b>76.2%</b>	<b>95.2%</b>	<b>96.6%</b>

**Correction of Previous Year's Noncompliance: Corrected to 100%**

As described in Display 11-7, 100% of noncompliance identified during FFY 2006 was corrected within one year.

**Display 11-7: Corrections of Previous Year's Noncompliance:**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006	(a) # of Findings of Noncompliance Identified in FFY 2006	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than one Year from Identification
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	5	5
	Dispute Resolution: Complaints, Hearings	1	1	1

### **Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 11 (See Appendix D).

#### **The following activities were completed and are ongoing:**

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 being revised.
  - LEAs were reminded during Fall SEA meetings of initial evaluation timeline requirements and the impact of those timelines on APR results and local determinations so that they could disseminate the information to their staff.
  - 145 SEA staff training hours were provided to LEA staff statewide addressing child find, evaluations, and timeline requirements.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA staff knowledge and compliance with the 45 school day initial evaluation timeline as documented by professional development logs, agendas, and improved rates of initial evaluations completed within 45 school days.

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, on-site monitoring by the SEA and LEA, and Corrective Action Plan (CAP) reporting.

Results of this activity include LEA special education directors and staff receiving immediate feedback on their performance on this requirement, clarification of the requirement, and additional on-site training on initial evaluation timeline requirements with examples and non-examples, which in turn increased LEA knowledge and compliance with the 45 school day initial evaluation timeline as documented by UPIPS monitoring visits, agendas, improved rates of initial evaluations completed with 45 school days, and evidence of correction of noncompliance.

3. Analyze monitoring data regarding initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded. Completed and ongoing.
  - The SEA aggregated data for purposes of this APR and provided LEAs with an analysis of their data. LEAs with initial evaluations exceeding the 45 school days were required to include this indicator in their CAP and document training of staff and correction within one year.
  - The SEA was able to determine the reason the majority of the evaluations exceeded the timeline (lack of qualified evaluation personnel) and address the need statewide in personnel shortage meetings which included institutes of higher education, as well as LEAs.
  - During data analysis, a pattern was discovered. Several of the LEAs who had exceeded the timeline requirements were charter schools, who had exceeded the timeline requirements due to waiting for evaluations from a no-cost evaluator. As a result, new procedures have been added, and if the no cost evaluator cannot be scheduled for the evaluation within the timeline requirements, the scheduler will refuse the charter request and direct them to use alternate evaluation personnel.

Results of this activity include SEA and LEA staff, when presented with State and LEA data, observing trends and planning to address needs demonstrated by the data, causing the SEA and LEA staff to work together, along with IHEs, to address shortage of trained evaluators in the State and LEA as documented by agendas, discussions with special education directors, and improved rates of initial evaluations completed within 45 school days.

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.
  - The SEA aggregated data for purposes of this APR and provided LEAs with an analysis of their data.
  - LEAs with initial evaluations exceeding the 45 school days were required to include this indicator in their CAP and document training and correction of procedures and practices within 1 year.

Results of this activity include increased discussion of LEA data with LEAs and staff and LEA file monitoring for Indicator 11, which in turn increased LEA staff knowledge and compliance with the 45 school day initial evaluation timeline by leading them to determine the reasons that initial evaluation timelines were exceeded and address them immediately with impacted personnel as documented by UPIPS visits, agendas, discussions with special education directors, and improved rates of initial evaluations completed within 45 school days.

5. Train special education teachers statewide on initial evaluation timeline requirements. Completed and being revised.
  - 145 SEA staff training hours were provided to LEA staff statewide addressing child find, evaluations, and timeline requirements.
  - LEAs were reminded during fall SEA meetings of initial evaluation timeline requirements and the impact of those timelines on APR results and local determinations to enable them to disseminate the information to their staff.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA staff knowledge and compliance with the 45 school day initial evaluation timeline as documented by professional development logs and improved rates of initial evaluations completed within 45 school days.

6. Provide follow-up training to LEAs, as needed, based upon ongoing monitoring results regarding initial evaluation timelines. Completed and being revised.
  - 145 SEA staff training hours were provided to LEA staff statewide addressing child find, evaluations, and timeline requirements. In addition, PowerPoint presentations regarding the required timelines were posted on the USOE website for LEA use.
  - Trainings were conducted statewide 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.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 45 school day initial evaluation timeline as documented by professional development logs and improved rates of initial evaluations completed within 45 school days.

7. Develop and disseminate a parent training manual, in conjunction with the Utah Parent Center, which clarifies the evaluation process, including timeline requirements, as well as school and parent responsibilities. Completed and timeline being revised.
  - This activity was delayed until State Rules were finalized in November, 2007. The manual has been written, but is currently going through a review prior to printing and dissemination, which is anticipated to occur during the FFY 2008 APR time period.

Results of this activity include increased dissemination of a parent training manual and parent knowledge and monitoring of initial evaluation timelines, which in turn will increase LEA knowledge and compliance with the 45 school day initial evaluation timeline.

8. Provide statewide training for special education teachers, related service providers, and evaluators on updated Utah State Special Education Rules. Completed and being revised.
  - 145 SEA staff training hours were provided to LEA staff statewide addressing child find, evaluations, and timeline requirements. In addition, PowerPoint presentations regarding the required timelines were posted on the USOE website for LEA use.
  - Trainings were conducted statewide 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. LEAs were prompted regarding training needs verbally and through email.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 45 school day initial evaluation timeline as documented by professional development logs and improved rates of initial evaluations completed with 45 school days.

9. Implement focused monitoring process to provide additional technical assistance and review LEAs that continue to not meet targets. Completed and ongoing.
  - The SEA developed and implemented criteria for determining the need for an on-site monitoring visit. During 2007-2008, all LEA data were reviewed at least once.
  - The SEA developed and implemented a protocol for an annual desk audit and focused on-site visit. During 2007-2008, all LEA data were reviewed at least once.
  - The SEA utilized information during annual LEA desk audits to determine if LEAs needed on-site visits. During 2007-2008, all LEA data were reviewed at least once and 23 LEAs were selected for an on-site visit.

Results of this activity include increased required statewide LEA staff training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 45 school day initial evaluation timeline by requiring additional focus on this timeline as documented by correction of noncompliance, discussions with LEA staff and special education directors, and improved rates of initial evaluations completed within 45 school days.

10. Revise UPIPS Monitoring for desk audits to collect LEA information on how they ensure evaluations are completed with 45 school days. Completed and timeline being revised.
  - The UPIPS monitoring process was revised to include an initial evaluation timeline as a mandatory data report that is required as part of the Self Assessment Report.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA staff knowledge and compliance with the 45 school day initial evaluation timeline while also understanding the consequences of noncompliance as documented by UPIPS monitoring data, UPIPS Manual, professional development logs, discussion with LEA staff, and improved rates of initial evaluations completed within 45 school days.

11. Develop opportunities for LEAs to discuss evaluation needs with surrounding LEAs in an effort to create collaboration and sharing of scarce staff. Completed and ongoing.
  - LEAs are included in State shortage discussions.
  - Charter schools are provided with additional opportunities to network and discuss solutions for personnel shortages during monthly Roundtables.
  - During data analysis, a pattern was discovered. Several of the LEAs who had exceeded the timeline requirements were charter schools, who had exceeded the timeline requirements due to waiting for evaluations from a no-cost evaluator. As a result, new procedures have been added, and if the no-cost evaluator cannot be scheduled for the evaluation within the timeline requirements, the scheduler will refuse the charter request and direct them to use alternate evaluation personnel.

Results of this activity include increased collaboration between LEAs to identify and utilize evaluation personnel as documented by agendas, discussion with special education directors, and improved rates of initial evaluations completed within 45 school days.

12. Address shortage of qualified examiners (school psychologists and bilingual SLPs) with Institutes of Higher Education (IHEs) in Utah. Completed and ongoing.
  - Three meetings were held during FFY 2007 with representatives from LEAs, IHEs, and the USOE.
  - IHE personnel identified and reviewed strategies to meet the evaluation personnel needs of the LEAs.

Results of this activity include increased discussion between LEAs, IHEs, and USOE personnel on strategies needed to address the shortage of qualified examiners and the programs that target the needs of LEAs as documented by agendas and improved rates of initial evaluations completed within 45 school days.

13. Utilize enforcement actions to ensure LEAs are in compliance with the initial evaluation timeline requirement. Completed and ongoing.
  - SEA staff discussed the need for compliance with all LEAs during monthly SEA and Roundtable meetings with LEA special education directors.
  - SEA staff provided written notification on noncompliance and timelines for correction to LEAs with noncompliance. LEAs with noncompliance participated in discussions regarding noncompliance with SEA staff during which the noncompliance and the requirement was reviewed, the reason for the noncompliance was determined, and corrective action planning occurred to address the reason for noncompliance.
  - SEA enforcement actions, when needed, target the reason for the LEA noncompliance to ensure timely correction.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge and compliance with the 45 school day initial evaluation timeline and written notification of compliance status as documented by UPIPS correspondence, UPIPS Manual, agendas, and improved rates of initial evaluations completed within 45 school days.

**Impact of completed activities listed above:**

Each improvement activity was reviewed in terms of its impact on Indicator 11. Improvement activities resulted in statewide training activities which in turn increased LEA knowledge and compliance with the 45 school day initial evaluation timeline; thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with special education and related services needed to improve their educational performance. In addition, the improvement activity review resulted in combining several activities to ensure that data demonstrated the effect of the professional development.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 11 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
<p>REVISED TIMELINE #7. Develop and disseminate a parent training manual, in conjunction with the Utah Parent Center, which clarifies the evaluation process, including timeline requirements, as well as the school and parent responsibilities.</p> <ul style="list-style-type: none"> <li>• Collect data on pre and post training results with parents.</li> </ul>	2009-2011	USOE Staff, UPC Staff	This activity was delayed until rules were finalized. The manual is written, but is going through review prior to printing and dissemination, which is anticipated to occur during FFY 2008.
<p>REVISED TIMELINE #10. Revise UPIPS Monitoring for desk audits to collect LEA information on how they ensure evaluations are completed with 45 school days.</p>	2007-2008	USOE staff	This activity was completed during FFY 2007.
<p>REVISED ACTIVITY #1, #5, #6, AND #8. Combine the four activities listed above to read: Train special education teachers, related service providers, and evaluators statewide on initial evaluation timeline requirements.</p>	2008-2011	USOE staff, contracted personnel, UPDC staff, IDEA discretionary funds	Combining these four activities will allow data to be collected which shows the effect of the trainings on initial evaluation timelines, as determined by improvement activity review.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: Effective General Supervision Part B/Effective Transition**

**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
2007 (2007-2008)	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 birthday.

**Actual Target Data for FFY 2007: 95.1%**

**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**

	FFY 2007
a. # of children served in Part C and referred to Part B	206
b. # found not eligible and whose eligibility was determined prior to third birthdays	44
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	135
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	20
# in a but not in b, c, or d	7
<b>Percent who met the indicator</b>	<b>95.1%</b>

**The target of 100% was not met; however, over 95% of children referred by Part C prior to age 3 were evaluated and eligibility determined before their third birthdays.**

Data on this indicator were collected from 7 LEAs that were monitored in 2007-08. These 7 LEAs reported that 206 children were referred from Part C to Part B. Of these 206 children, 135 children were found eligible for Part B and had an IEP developed and implemented by their third birthdays; 44 children were found not eligible prior to their third birthdays; and the eligibility of 20 children was not determined by the third birthdays due to parental delays. The remaining seven children did not have eligibility determined by their third birthdays. One delay was due to an additional assessment needed; the other six delays were due to a miscommunication between a quitting psychologist and the LEA (the psychologist said the files were up-to-date when in fact they were not). Thus, 95.1% of children referred by Part C prior to age 3, and found eligible, had an IEP developed and implemented by their third birthdays.

**Display 12-2: Reasons for Delays in Determinations**

LEA	Number of Delays	Number of Days Delayed	Reasons for Delay
LEA 1	1	12	Additional assessment needed
LEA 2	0		No delays
LEA 3	0		No delays
LEA 4	0		No delays
LEA 5	0		No delays
LEA 6	6	2-90	Psychologist quit and had informed district that all children were up to date. LEA later found additional special education files that were not completed. As a result, the district changed their policies, procedures and practices.
LEA 7	0		No delays

LEAs are selected for review for this indicator as part of the Utah Program Improvement Planning System. Selected LEAs go through a USOE review process of all transition data for the year. The UPIPS monitoring process is used to collect additional verification data to ensure compliance with this indicator. A stratified random sample of districts is included in each year's cohort. 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. 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. USOE uses data collected during the annual state monitoring process (UPIPS) to determine if evaluations were completed within 45 school days of parental consent. Each LEA is monitored each year throughout the five years through self assessment, on-site visits, desk audits, and/or data reporting.

**Valid and Reliable Data:**

LEAs ensure that their data are reliable and valid when the data are submitted to the Utah State Office of Education. Statewide training sessions for preschool coordinators were implemented during 2007-2008 to ensure understanding of current reporting requirements. Preschool coordinators are either responsible for gathering these data or checking data that are submitted for accuracy; therefore a trainer of trainers model was used. The UPIPS monitoring process is used to collect additional verification data to ensure compliance with this indicator.

**Explanation of Progress or Slippage that Occurred for FFY 2007 (2007-08):**

As indicated in Display 12-3, the State has made substantial progress on this indicator not only in terms of increasing the percentage of children meeting this indicator from a low of 64% to a high of 95.1% but also in terms of the number of files on which this indicator is based.

The process for correcting noncompliance is as follows and is based on an improvement activity added during 2005-2006. All LEAs must track all students referred from Part C and submit those data to the USOE. In addition, the Utah Program Improvement Planning System (UPIPS) statewide 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 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 noncompliance issues, completion of professional development activities and, if needed, new procedures developed and implemented to ensure compliance; results of these activities are verified through additional LEA and SEA student file reviews and 618 data. Targeted technical assistance will continue to be provided to move LEAs toward the 100% target.

**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 Birthdays, Results over Time**

	FFY 2004	FFY 2005	FFY 2006	FFY 2007
a. # of children served in Part C and referred to Part B	25	160	323	206
b. # found not eligible and whose eligibility was determined prior to third birthdays	0	22	68	44
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	16	115	230	135
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	0	4	8	20
# in a but not in b, c, or d	9	19	17	7
<b>Percent who met the indicator</b>	<b>64.0%</b>	<b>85.8%</b>	<b>93.1%</b>	<b>95.1%</b>

**Correction of Previous Year's Noncompliance: Corrected to 100%**

The LEA that was out of compliance in FFY 2006 was required to write a corrective action plan in order to ensure that in the future all children would have eligibility determined by their third birthdays. This LEA is now in compliance as indicated in Display 12-4. The two LEAs that are out of compliance for FFY 2007 were required to write a corrective action plan and correction of the noncompliance will be verified by the

USOE. The correction of noncompliance for these two LEAs will be reported on in the February 2010 submission of the APR.

**Display 12-4: Percent of LEAs who Corrected Noncompliance**

	<b>FFY 2006</b>
# of LEAs out of compliance	1
# of LEAs who corrected compliance within one year	1
<b>% of LEAs who corrected compliance within one year</b>	<b>100.0%</b>

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 12 (See Appendix D).

**The following activities were completed FFY 2007:**

1. Improve and revise the data collection system developed in 2006 to include reason for not meeting timeline. Completed.
  - A new excel worksheet was developed and provided to LEAs to collect the additional information that was not included in the previous data collection worksheet.

This activity has allowed the State and LEAs to be able to identify common reasons for not meeting the timeline and, as such, to develop targeted action items and training to address these common reasons for delay.

2. Develop and implement an electronic system to track students from Part C to Part B more effectively. Completed and timeline being revised.
  - A new excel worksheet was developed and provided to LEAs to collect the additional information that was not included in the previous data collection worksheet. Each LEA used the new worksheet to submit the 2007-2008 for indicator 12 results.
  - The worksheet was refined to include all required data fields.

Results of this activity indicate that the worksheet assisted in the refinement of the new web-based system Transition Early Childhood Data Information (TEDI). TEDI will share data from Part C with Part B. This system will allow data to be reconciled between the agencies, so that all students will be accounted for. The data required to answer this entire indicator was provided by the LEAs on one form.

3. Hire technology personnel to develop a system that would interact with Part C. Completed.
  - Multimedia Data Service Corporation (MDSC) was the data system group that developed the Part C data system and they were hired this year to develop a system that would be able to interface with the system that would collect Part B transition data.

Results of this activity indicate that the technology personnel successfully developed TEDI. TEDI will share data from Part C with the Part B. This system will allow data to be reconciled between the agencies, so that all students will be accounted for.

4. Train LEAs on the data collection method. Completed.
  - Four regional meetings were held with preschool coordinators to provide professional development on compliance with Indicator 12.

This activity resulted in an increase in compliance with this indicator. LEAs have entered more accurate data as documented by the end-of-the-year report that has been verified through the monitoring data.

5. Provide focused technical assistance and professional development to LEAs and Part C personnel on appropriate planning for summer birthdays. Completed.
  - Two LEAs and staff were provided with professional development on the requirements for summer birthdays.
  - There was also a preschool strand at the Utah Law Conference on transition compliance with an emphasis on summer birthdays.

The emphasis on summer birthdays resulted in no LEA being out of compliance on Indicator 12 because of summer birthdays.

6. Track LEAs that did not reach the target of 100%. Completed and timeline being revised.
  - This activity was completed; to ensure continued correction on noncompliance within one year, this will be tracked by the monitoring specialist.

This activity resulted in all noncompliance being corrected within one year.

7. Provide technical assistance to LEAs in developing Local Memorandum of Understanding (MOU). Completed and timeline being revised.
  - One district requested assistance from the USOE.
  - Other technical assistance was provided by phone.

Results of this activity include Part C and Part B programs having a working MOU that benefits both programs.

8. Develop an electronic way to collect data. Completed.
  - Developed a new Excel worksheet to collect transition data that would incorporate information gathered from the Part C database.

Results of this activity enabled LEAs to use the new worksheet to submit transition data. This worksheet will allow the transfer of data into the web-based system when it is completed.

**The following activities were completed and are ongoing:**

1. Provide training on eligible, not eligible, and IEP in effect by 3 years of age. Completed and ongoing.
  - The targeted LEA was provided with professional development at the beginning of the school year.

This activity resulted in the LEA correcting noncompliance and providing verification of correction to the State.

2. Develop guidance on reporting requirements for Part C and Part B. Timeline being revised.
  - This timeline was changed because the new web-based system, TEDI, was not ready to be implemented this reporting period. The guidance is being developed as LEAs complete the beta system test for TEDI. This should be implemented in the FFY 2008.

Results of this activity will be documented in the TEDI procedures manual.

3. Collaborate with Part C to develop a web-based method to share data between the two agencies. Completed and ongoing.
  - Four LEAs were beta testers for the TEDI system.

- LEAs made suggestions for changes and additions to the system.
- Changes and additions were made and the project moved forward to transferring the TEDI system to the main USOE server.

Results of this activity indicate that the TEDI database will provide benefit to Part B and Part C and to families by easily providing data from one agency to the other. Thus, children will be easier to track, and LEAs can quickly see which children they need to determine eligibility for and within what timeline. This will result in higher compliance rates on this indicator.

4. Develop a new Memorandum of Understanding with Part C upon approval of new State Special Education Rules. Timeline being revised.
  - The Rules for Part C were not published so the timeline is being revised.

Results of this activity will be documented by a completed State MOU that provides direction on this indicator.

5. Continue to meet with Part C quarterly to coordinate information in order to improve transition for students and families. Completed and ongoing.
  - Part B and Part C personnel, at the State level, have met three times this reporting period.

This activity has resulted in more effective communication at the State level which has assisted LEAs at the local level as demonstrated by improved data on this indicator.

**Impact of activities listed above:**

These activities provided additional resources and support to ensure a smooth transition from Part C to Part B for students and their families and improved the rate of compliance with this indicator.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State office of Education SPP/APR Improvement Activity Review Form in order to determine its impact on Indicator 12 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED TIMELINE #4 Develop a new State Memorandum of Understanding with Part C upon approval of new State special education rules.	2009-2011	Utah State Office of Education 619 Preschool Coordinator, Utah State Office of Education Compliance Office, Baby Watch Personnel, and Stakeholders	With IDEA reauthorization Part B and Part C and new State Special Education Rules, a new Memorandum Of Understanding must be developed to include the new regulations. This timeline needed to be adjusted to accommodate the publication of Part C Rules.
REVISED TIMELINE #2 Develop guidance on reporting requirements for Parts C and B.	2008-2011	Utah State Office of Education 619 Preschool Coordinator and Part C Monitoring Specialist	The guidance is being developed along with the TEDI program. Since revisions are being made to the TEDI program guidance is also being revised.
TIMELINE REVISED #7 Provide technical	2007-2008	Utah State Office of Education 619 Preschool Coordinator and Part C	During the activity review this activity was determined to be a smaller part of professional

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
assistance to LEAs in Developing Local Memorandum of Understanding.		specialist	development rather than a stand-alone activity.
REVISED TIMELINE #6 Track LEAs that did not reach the target of 100%	2007-2008	Utah State Office of Education 619 Preschool Coordinator	This activity was completed in FFY 2007 and will be carried out through Indicator 15 activities.
REVISED TIMELINE #2 Develop and implement an electronic system to track students from Part C to Part B more effectively.	2007-2008	Utah State Office of Education 619 Preschool Coordinator	This system needed to be revised to ensure that LEA data could be transferred into the web-based system.
REVISED TIMELINE #8 Develop an electronic way to collect data.	2007-2008	USOE 619 Preschool Coordinator, Data Managers, and Consultants	This system will be obsolete once TEDI becomes operational.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: Effective General Supervision Part B/Effective Transition**

**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 Targets
<b>2007</b> (2007-2008)	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 2007: 78.64%**

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

	FFY 2007
# of youth whose IEPs were reviewed	103
# of youth whose IEPs met the indicator	81
<b>Percent of youth whose IEPs met the indicator</b>	<b>78.64%</b>

**The target of 100% was not met; however, the State increased from 41.38% compliance to 78.64% compliance.**

Data on this indicator were collected from nine LEAs that were monitored in 2007-08. Trained USOE staff or contract monitors reviewed 103 files. Of the 103 IEPs reviewed, 67 of the IEPs, or 78.64% met the state requirement using the same reporting criteria as the FFY 2006 APR submitted February 1, 2008.

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, and
- 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: <ul style="list-style-type: none"> <li>• Post-secondary Training or Education</li> <li>• Employment</li> <li>• Independent Living Skills (where appropriate)</li> </ul>
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. <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related Services</li> <li>• Community experiences</li> <li>• Employment</li> <li>• Post-school adult living objectives</li> <li>• Acquisition of daily living skills (if appropriate)</li> <li>• Functional Vocational Evaluation (if appropriate)</li> </ul>

<b>NSTTAC Items</b>	<b>UPIPS Student Record Review Items</b>
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. 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. 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 2007 (2007-08):**

As indicated in Display 13-3, the State showed progress on this indicator. Professional development, including targeted training and the provision of resource materials, and ongoing LEA efforts in application of transition planning practices resulted in the progress as shown in Display 13-3.

Analysis of the data indicated that, although the target of 100% compliance was not met, substantial improvement has been made on all of the checklist items. No slippage was noted on any items. Further analysis of the data indicates that LEA practices 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 are targeted in specific professional development activities designed to meet the needs of individual LEAs.

Modifications in data collection were made for FFY 2007. In order to ensure a larger sample of IEPs, monitors reviewed 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**

	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
# of youth whose IEPs were reviewed	63	58	103
# of youth whose IEPs met the indicator	22	24	81
<b>Percent of youth whose IEPs met the indicator</b>	<b>34.92%</b>	<b>41.38%</b>	<b>78.64%</b>

**Correction of Previous Year's Noncompliance: Corrected to 100%.**

The LEAs with findings of noncompliance in this area in FFY 2006 were required to write a corrective action plan (CAP) in order to correct identified noncompliance in individual files and also to ensure that all future youth aged 16 and above would have IEPs that meet transition goals and services requirements. All LEAs are now in compliance as indicated in Display 13-4. The LEAs identified with findings of noncompliance in FFY 2007 were required to complete a CAP; the percent of corrected noncompliance within one year will be reported in the February 1, 2010 APR.

**Display 13-4: Percent of IEPs with Corrected Noncompliance**

	<b>FFY 2006</b>
# of IEPs out of compliance	34
# of IEPs with corrected noncompliance within one year	34
<b>% of IEPs with corrected noncompliance within one year</b>	<b>100%</b>

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 13 (See Appendix D).

**The following activities were completed for FFY 2007:**

1. Sponsor regional Transition Roundtables to provide professional development in employment options for students with disabilities; report on preliminary data for Indicator 14. Completed.
  - The Transition Roundtables were attended by 65 educators, administrators, parents and agency representatives representing 26 LEAs and 3 agencies.

Results of this activity include increased LEA staff, parent, and agency representative knowledge of employment options for students with disabilities and will improve postschool outcomes for students as measured on Indicator 14.

2. Co-sponsor, with Utah State Office of Rehabilitation, Utah Parent Center, and Utah Personnel Development Center, a two-day statewide transition conference. Completed.
  - The two-day conference was held in April 2008. Attendees included special educators, administrators, other agency representatives, and parents and represented 35 LEAs and 14 agencies.

Results of this activity include increased participants' knowledge of transition planning requirements, strategies to increase inter-agency collaboration, age-appropriate transition assessments, and transition strategies for students with mental illness or chronic health conditions, as documented by professional development, logs, file reviews, and conference evaluations. In addition, as one day was devoted to parent training, parents' knowledge of transition planning and resources was enhanced, which will increase their meaningful participation in the transition planning process as measured by future Indicator 8 surveys.

**The following activities were completed and are ongoing:**

1. Provide training to secondary special education teachers statewide to write IEPs containing coordinated, measurable annual IEP goals and transition services. Completed and being revised.
  - Professional development activities were provided to special educators in 17 LEAs and training materials were posted on the USOE website.

Results of this activity include increased statewide training opportunities for LEA staff which in turn increased staff knowledge and compliance with the requirements for transition

planning, as documented by increased compliance during file reviews. This, in turn resulted in more effective transition planning for students with disabilities.

2. Provide training opportunities, designed to meet transition requirements, to LEAs in self assessment year. Completed and being revised.
  - E-mails were sent to appropriate special education directors and information was made available at monthly State leadership meetings, notifying directors of the availability of professional development, both in person and on-line. There is no evidence that LEAs took advantage of either in person professional development or that available on-line.

Due to the lack of evidence, it is not possible to determine the impact of this activity. As a result, the activity is being revised.

3. Provide follow-up training as needed based upon ongoing monitoring results regarding coordinated, measurable annual IEP goals and transition services. Completed and being revised.
  - Provided professional development in IDEA 2004 transition requirements and transition planning in the IEP to special educators and administrators from 17 LEAs and posted training materials on the USOE website.

Results of this activity include increased statewide training opportunities for LEA staff which in turn increased staff knowledge and compliance with the requirements for transition planning, as documented by increased compliance during file reviews. This, in turn, resulted in more effective transition planning for students with disabilities. The monitoring process produces data regarding implementation of transition requirements that are valid and meaningful. Use of these data in targeted professional development has resulted in educators being given information specific to their needs. In addition, targeted training has resulted in 100% correction of noncompliance within one year as documented by state monitoring data.

4. Follow up to monitor correction of noncompliance to ensure 100% compliance within one year. Completed and ongoing.
  - Follow-ups were provided to monitor correction of noncompliance.

This activity has resulted in 100% correction of noncompliance within one year as documented by State monitoring data.

5. Distribute transition assessment materials to all LEAs with secondary school students. Completed and ongoing.
  - All LEAs with secondary school students received copies of informal transition assessments as documented by purchase orders and logs.

Results of this activity are evident in the monitoring data. Use of age-appropriate transition assessments has been documented in 67.9% of files, an increase of 45.5% from the previous year. In addition, the number of IEPs containing postsecondary goals based on age-appropriate transition assessments has increased from 27.5% to 68.9%.

6. Purchase a variety of research based transition assessment instruments to be made available on loan to LEAs for trial use. Completed and being revised.
  - Purchasing records document that seven assessments were purchased. These assessments were reviewed with special educators during professional development activities.

Results of this activity should reflect improvement in the use of age-appropriate transition assessments, as documented in file reviews during state monitoring. Improvement activity

review indicated a need for revision of this activity to include a system to monitor educators' access to these assessment instruments.

7. 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 being revised.
  - E-mails were sent to appropriate special education directors and information was made at monthly state leadership meetings, notifying directors of the availability of professional development, both in person and on-line. There is no evidence that LEAs took advantage of either in person professional development or that available on-line.

Due to the lack of evidence, it is not possible to determine the impact of this activity. As a result, this activity is being revised.

8. Provide professional development programs to individual LEAs based on specific needs as identified through analysis of UPIPS and Indicator 14 data. Completed and being revised.
  - Professional development was provided to 17 LEAs and training materials were posted on the USOE website.

Improvement activities resulted in expanded transition training opportunities for special educators and administrators. Specific professional development was designed around individual LEA needs resulting in a significant number of IEP files meeting the criteria for compliance with this indicator.

9. Recollect data on LEA compliance status after training. Completed and being revised.
  - LEA data indicated correction of compliance errors within one year of identification.

Results indicate that this activity is not effective as written. This activity will be revised to include the development of a transition plan as part of professional development. By having coaching available during professional development sessions educators will have access to training supports needed to develop a transition plan that meets Indicator 13 compliance requirements. By self assessing the plan, educators will be able to identify areas of strength and challenges in their plan development.

**Impact of completed activities listed above:**

Improvement activities resulted in expanded transition training opportunities for special educators and administrators. Specific professional development was designed around individual LEA needs resulting in a significant increase in the number of IEP files meeting the criteria for compliance with this indicator as documented by State monitoring data. The State improved from 41.38% compliance in FY 2006 to 78.64% compliance in FY 2007.

**Revisions, with Justification, to Proposed Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review Form in order to determine its impact on Indicator 13 (See Appendix D).

Activities	Timelines	Resources	Justifications
REVISED TIMELINE Sponsor regional Transition Roundtables to provide professional development on IDEA 2004 requirements, including age-appropriate transition assessments, development of post-secondary goals, writing	Completed FFY 2006	State Transition Specialist	This activity is no longer needed as professional development was, and continues to be provided at the LEA level to meet specific LEA needs.

Activities	Timelines	Resources	Justifications
measurable goals designed to align with student's desired post-secondary outcomes, agency involvement, and development of summary of performance.			
<p>REVISED ACTIVITY AND TIMELINE</p> <p>Develop Graduation Guidelines.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop guidelines for recommended practices for inclusion of SWD in graduation activities, in accordance with USOE Rules</li> <li>• Distribute draft guidelines for public comment</li> <li>• Submit guidelines for quality assurance review, in accordance with USOE Rules</li> <li>• Publish and distribute guidelines to stakeholder groups; post on USOE website</li> </ul>	August 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. In lieu of transition guidelines, a TA manual for transition planning was developed, distributed to LEAs and posted on the USOE website in Fall 2007.
<p>REVISED ACTIVITY #1 and #9</p> <p>Provide follow-up training as needed based upon ongoing monitoring results regarding coordinated, measurable annual IEP goals and transition services. Participants in professional development activities will develop transition plans, using case studies provided in NSTTAC training materials and self-assess the plans, using the NSTTAC Indicator 13 checklist.</p>	2008-2011	State Transition Specialist, USOE staff, NSTTAC materials and checklist	Improvement activity review indicated that this activity was not effective as originally designed. As a result, the activity was revised.

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
<p>REVISED ACTIVITY #2, #7 Combine two activities listed above to read: Notify all local special education directors of LEAs in the UPIPS self assessment year of the availability of professional development and technical assistance, both in person and on-line and provide in-person TA and professional development as requested.</p>	2008-2009	State Transition Specialist, USOE staff, on-line training material, NSTTAC checklist and training material	Improvement activity review revealed that these activities were designed to address the same concern.
<p>REVISED ACTIVITY #3, #8 Combine two activities listed above to read: Using UPIPS monitoring data provide individualized professional development to LEAs to facilitate compliance with IEP requirements within stated timelines.</p>	2008-2011	State Transition Specialist, State Monitoring Specialist, USOE staff	Improvement activity review revealed that these activities were designed to address the same concern.
<p>REVISED ACTIVITY #6 Purchase a variety of research based transition assessment instruments to be made available on loan to LEAs for trial use. Develop and maintain a catalog of age-appropriate transition assessments to post on the USOE website; develop and implement a system for LEAs to check-out assessments for trial use.</p>	2008-2011	State Transition Specialist, USOE staff	Improvement activity review indicated a need to provide LEAs access to SEA purchased age-appropriate transition assessments in a systematic and organized fashion.
<p>NEW ACTIVITY Develop a reference chart for postsecondary agencies to include the following information for each agency:</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Services provided</li> <li>• Eligibility requirements</li> <li>• Contact information</li> </ul> <p>Include, at a minimum, the following agencies:</p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation</li> <li>• Division of Services for People with Disabilities</li> <li>• Disability Resource Centers</li> <li>• Independent Living Centers</li> <li>• Department of Workforce</li> </ul>	2008-2011	State Transition Specialist, USOE staff, representatives of agencies referenced	Data from file reviews indicate a need for increased agency involvement. As a result this activity was developed to target that need.

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
<p>Services</p> <ul style="list-style-type: none"> <li>• Adult Education</li> </ul> <p>Distribute the chart to LEAs and post on the USOE website.</p>			
<p>NEW ACTIVITY</p> <p>Sponsor regional Transition Roundtables to provide professional development in strategies to increase self-determination skills in students with disabilities.</p> <ul style="list-style-type: none"> <li>• Request content and presentation evaluation by participants at conclusion of Roundtables.</li> </ul>	2008-2009	State Transition Specialist, USOE staff	<p>Representatives of higher education disability resource centers and vocational rehabilitation counselors, in anecdotal reports, indicate that students leaving the school system are not prepared to identify the impact of their disability on learning and employment, and have difficulty self-advocating for accommodations. As a result this activity was developed to target that need.</p>

## Part B State Annual Performance Report (APR) for FFY 2007

### Overview of the Annual Performance report Development:

**Monitoring Priority: Effective General Supervision Part B/Effective Transition**

**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 postsecondary school, or both, within one year of leaving high school.

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

**Measurement:** 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) divided by (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Targets
<b>2007</b> (2007-2008)	72.0% percent of exiters will be engaged in employment or education or both

**Actual Target Data for FFY 2007: 79.4%**

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

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

Category	Number	Percent
Interviewed Exiters	347	100%
a. Attended Post-Secondary Education Only	33.67	9.7%
b. Been Competitively Employed Only	140.17	40.4%
c. Attended Post-Secondary Education AND Been Competitively Employed	101.71	29.3%
d. Neither Attended Post-Secondary Education OR Been Competitively Employed	71.45	20.6%
Met the indicator (sum of rows a, b, and c)	275.55	79.4%

**The target of 72.0% was met.**

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; the Clearinghouse is used to generate contact information for this survey. Contact information includes: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code. During the 2006-07 school year, a total of 3,482 students with disabilities age 15 and above exited school as a graduate, drop-out, or age-out, or failed to return for the 2007-08 school year. In order to get the most valid results possible, a

representative sample of 1,554 exiters was chosen to be contacted. A stratified random sampling technique per LEA was used. The sampling plan was approved by OSEP in July, 2007. Thus, a representative sample of students at each LEA in the State was chosen.

The 1,554 exiters selected for the sample were called up to six times each by trained interviewers between June 2008 and September 2008. Three hundred forty seven (22.3%) of these exiters were successfully interviewed. This represents an increase over last year's response rate of 17.3%.

**Valid and Reliable Data:**

The response rates were analyzed by these demographic characteristics: gender, race/ethnicity, primary disability, and type of exiter. No significant differences existed in response rates by gender. Caucasian students were slightly more likely to respond (24%) than non-Caucasian students (14%). Students with an emotional disturbance were slightly less likely to respond (12%) than students with an intellectual disability (25%), students with a specific learning disability (23%), and students with a low incidence disability (22%). Students who graduated with a regular diploma were more likely to respond (27%) than students who dropped out (9%).

The responses were analyzed by these same demographic characteristics. Results of those who were contacted show that there are no significant differences in outcomes by type of exiter, gender, or race/ethnicity. Students with an intellectual disability were less likely to meet the indicator (57.4%) than students with an emotional disturbance (86.7%) or students with a specific learning disability (85.8%).

The response rate by LEA varied from 0% to 100%, with a median response rate of 21.4%. For the six LEAs that had a 0% response rate, the number of exiters in the sample ranged from 1-7.

**Explanation of Progress or Slippage that occurred for FFY 2007 (2007-08):**

As indicated in Display 14-2, the State experienced progress on this indicator. In FFY 2006, 71.5% of exiters were competitively employed and/or enrolled in post-secondary education. In FFY 2007, 79.4% were.

**Display 14-2: Percent of Exiters Who Have Engaged in Employment and/or Education**

Category	FFY 2006	FFY 2007
a. Attended Post-Secondary Education Only	17.6%	9.7%
b. Been Competitively Employed Only	38.7%	40.4%
c. Attended Post-Secondary Education AND Been Competitively Employed	15.2%	29.3%
d. Neither Attended Post-Secondary Education OR Been Competitively Employed	28.5%	20.6%
Met the indicator (sum of rows a, b, and c)	71.5%	79.4%

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 14 (See Appendix D).

**The following activities were completed in FFY 2007:**

1. Review data. Completed and being revised.
  - Post link to Utah's Post-high Survey on USOE webpage.

- The link was posted in December 2007.
- Present data at the statewide transition conference in May 2008.
  - The data collection process and results were presented at the conference in April 2008 that was attended by educators, parents, and agency representatives.
- Present data to LEA special education directors.
  - Statewide data were presented to LEA directors at the monthly leadership meeting held in December 2007.
- Provide LEA directors with access to user name and password application process to access state and individual LEA data.
  - The procedure to obtain a user name and password was emailed to directors and reviewed at the December 2007 meeting. As a result 34 LEA representatives applied for user names and passwords during FFY 2007.
  - This activity will be repeated annually.

This activity resulted in increased LEA, parent, and agency representative awareness of the effectiveness of successful transition planning and the need to help students develop skills needed to achieve their stated postsecondary goals.

2. Provide technical assistance. Completed and being revised.
  - Transition Roundtables.
    - The Transition Roundtables providing information about employment options for students with disabilities were attended by 65 educators, parents and agency representatives representing 26 LEAs and 3 agencies.
  - Semi-annual statewide transition conference.
    - The two-day conference was held in April 2008. Attendees included special educators, administrators, other agency representatives, and parents and represented 35 LEAs and 14 agencies.
  - Individual LEA professional development meetings.
    - Professional development activities were provided to special educators in 17 LEAs and training materials were posted on the USOE website.
  - Collaborative activities with other agencies (e.g., Vocational Rehabilitation, Department of Workforce Services).
    - Data from Indicator 14 were presented to representatives of Vocational Rehabilitation, Department of Workforce Services, Division of Services to People with Disabilities, and other agencies and programs in December 2007.

Results of this activity include an increased LEA staff, parent, and agency representative knowledge of employment options and the employment activities of youth with disabilities after exiting the public school, including the stated need for agencies to be more proactive in making connections with students prior to the student exiting the school system. The results of this activity also include increased statewide training opportunities for LEA staff which in turn increased staff knowledge and compliance with the requirements for transition planning strategies to increase inter-agency collaboration, use of age-appropriate transition assessments, and transition strategies for students with mental illness or chronic health conditions as documented by increased compliance during file reviews. This, in turn, resulted in more effective transition planning for students with disabilities.

3. Review survey process. Completed and being revised.
  - Review survey; modify as appropriate.
    - The survey was reviewed with no changes recommended.
  - Review efficiency and effectiveness of interview process; modify as appropriate.
    - As a result of the review, an experienced calling center was chosen to implement the telephone surveys. This is expected to result in a larger response rate due to the center staff's ability to make more calls at more varied times of the day and week.
  - Review contact information; review methods to improve successful contacts.

- A review of the survey results indicated that many telephone numbers were inaccurate. LEAs will be requested to update contact information regularly.

Results of this activity indicate that the survey process used was effective and efficient; some changes were recommended to improve the response rate.

**The following activities were completed and are ongoing:**

1. Analyze data and determine needed technical assistance. Completed and ongoing.
  - Form State team to participate in NSTTAC Summit activities.
    - A team representing the SEA, the Utah Professional Development Center, the Utah Parent Center, and the Utah State Office of Rehabilitation attended the NSTTAC Summit in May 2008.
  - Provide professional development around employment options for students with disabilities at Transition Roundtables.
    - The Transition Roundtables were attended by 65 educators, parents and agency representatives representing 26 LEAs and 3 agencies.

Results of this activity include the development of a State plan for transition that addresses the transition planning needs of parents, educators, and Vocational Rehabilitation programs. The results also include increased LEA staff, parent, and agency representative knowledge of employment options for students with disabilities and will improve post school outcomes for students as measured on Indicator 14.

**Impact of the completed activities listed above:**

Each improvement activity was reviewed in terms of its impact on Indicator 14. Improvement activities resulted in increased LEA staff, parent, and agency representative knowledge of employment and education outcomes for students with disabilities. Improvement activities also resulted in a more efficient and effective survey and reporting process, including an increased survey response rate. Results of the activities will facilitate the improvement of post school outcomes as measured on Indicator 14.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 14 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED ACTIVITY #1 Present current and trend data and data access procedures to LEA directors.	Annually through 2011	State Transition Specialist	Improvement activity review indicated that this activity was not effective as originally designed. As a result, this activity was revised.
REVISED ACTIVITY #3 Review data collection and reporting procedures and modify as needed.	Annually through 2011	State Transition Specialist, USOE staff, data collection contractor	Improvement activity review indicated that this activity was not effective as originally designed. As a result, this activity was revised.
REVISED ACTIVITY #2 Using post school outcomes data provide professional development to LEAs and	Annually through 2011	State Transition Specialist	Improvement activity review indicated that this activity was not effective as originally

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
other agencies to facilitate improvement in student outcomes, including agency involvement.			designed. As a result, this activity was revised.
NEW ACTIVITY Provide professional development on strategies for increasing students' self-determination skills to parents, educators, administrators and agency representatives.	Fall 2008	State Transition Specialist, USOE staff	Youth who are more self-determined achieve more positive adult outcomes (Wehmeyer and Field, 2007. <u>Self-Determination</u> . Corwin Press: CA.).
NEW ACTIVITY With LEA directors, develop and implement a system to improve the survey response rate of ethnic minority students and students who have dropped out of school.	2008-2009	State Transition Specialist, USOE staff, LEA directors	When comparing raw data the response rates of ethnic minority students (17%) is significantly below that of Caucasian students (8%). Similarly, the response rate of students who dropped out of school (23%) is significantly below that of students who graduated with a diploma (62%).

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

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

**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
<b>2007</b> (2007-2008)	The USOE general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of noncompliance as soon as possible but in no case later than one year from identification.

**Actual Target Data for FFY 2007: 98%**

**Display 15-1: Percent of Correction of Identified Noncompliance within One Year**

	<b>FFY 2007 Identified 06-07 Corrected Within 1 Year</b>
Target	100%
# of Total Findings	518
# Corrected within One Year	507
% Correction of Noncompliance	98%

**The target of 100% was not met; however, the State achieved a 98% correction of noncompliance within one year.**

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. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notification of findings occur as soon as possible and generally within three months of discovery. Except for findings identified through State complaints or due process hearings, 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. An LEA will 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 in its procedures and practices 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.

The target is that the USOE general supervision system identifies and corrects one hundred 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). Display 15-2 shows the number of findings and timely corrections in each monitoring area based on the data collected from the State general supervision system, including monitoring and the dispute resolution system (including complaints and due process hearings). The monitoring priority areas include General Supervision, Free Appropriate Education in the Least Restrictive Environment, Parent Involvement, Transitions, Disproportionality, and Utah Requirements. Display 15-3 describes how the findings have been grouped and reported in each monitoring priority area.

**Display 15-2: Number of Findings and Percent Correction in General Supervision System Data (Monitoring and Dispute Resolution), by Monitoring Priority Area**

	<b>FFY 2007 Identified 06-07 Corrected Within 1 Year # of LEAs Monitored = 57</b>
<b>FAPE</b>	# of Findings = 137
	(1 was from dispute resolution process)
	# Corrected within 1 year = 133
	<b>% Corrected within 1 year = 97.1% (100% were corrected by 12/1/2008)</b>
<b>General Supervision</b>	# of Findings = 228
	(1 was from dispute resolution process)
	# Corrected within 1 year = 225
	<b>% Corrected within 1 year = 98.7% (100% were corrected by 12/1/2008)</b>
<b>Parent Involvement</b>	# of Findings = 83
	(0 were from dispute resolution process)
	# Corrected within 1 year = 82
	<b>% Corrected within 1 year = 98.8% (100% were corrected by 12/1/2008)</b>
<b>Transitions</b>	# of Findings = 52
	(0 were from dispute resolution process)
	# Corrected within 1 year = 49
	<b>% Corrected within 1 year = 94.2% (100% were corrected by 12/1/2008)</b>
<b>Disproportionality</b>	# of Findings = 0
	(0 were from dispute resolution process)
	# Corrected within 1 year = N/A
	<b>% Corrected within 1 year = N/A</b>
<b>Utah Requirements</b>	# of Findings = 8
	(0 were from dispute resolution process)
	# Corrected within 1 year = 8
	<b>% Corrected within 1 year = 100%</b>

**Display 15-3: Monitoring Priority Areas with Breakdown of How Findings are Applied**

<p style="text-align: center;"><b>General Supervision</b></p> <ul style="list-style-type: none"> <li>• Child Find</li> <li>• Forms</li> <li>• Surrogate Parents</li> <li>• Evaluation/Eligibility/IEE</li> <li>• Timelines (Evaluation and Reevaluation)</li> <li>• Qualified Staff/Paraeducator Job Description</li> <li>• Confidentiality</li> <li>• Policies and Procedures</li> <li>• Fiscal Audit</li> <li>• Evaluation Materials</li> <li>• Complaint and Due Process</li> <li>• Referral Process</li> <li>• Professional Development</li> </ul>	<p style="text-align: center;"><b>Parental Involvement</b></p> <ul style="list-style-type: none"> <li>• Copies to Parents</li> <li>• Written Prior Notice of Actions</li> <li>• Notice of Meeting</li> <li>• Progress Reports</li> <li>• Procedural Safeguard Notice</li> <li>• Parental Consent             <ul style="list-style-type: none"> <li>○ Evaluate</li> <li>○ Placement in Special Education</li> <li>○ Invite Outside Agency</li> </ul> </li> </ul>
<p style="text-align: center;"><b>FAPE in the LRE</b></p> <ul style="list-style-type: none"> <li>• IEPs             <ul style="list-style-type: none"> <li>○ PLAAFPs</li> <li>○ Goals</li> <li>○ Related Services</li> <li>○ Special Factors</li> <li>○ Statewide Assessment</li> <li>○ Extended School Year (ESY)</li> <li>○ Behavior Intervention Plan (BIP)</li> <li>○ Health Care Plan</li> <li>○ Accommodations</li> <li>○ Service Delivery</li> </ul> </li> <li>• Timelines (IEP and Placement)</li> <li>• Access to the General Curriculum</li> <li>• Team Membership</li> <li>• LRE/Placement</li> <li>• Request for IEP meetings</li> <li>• Discipline</li> <li>• Graduation/Drop Out Rates</li> </ul>	<p style="text-align: center;"><b>Transitions</b></p> <ul style="list-style-type: none"> <li>• 3 to 3             <ul style="list-style-type: none"> <li>○ Transition Planning with EI</li> <li>○ IEP in Place by 3<sup>rd</sup> Birthday</li> </ul> </li> <li>• School to Post School             <ul style="list-style-type: none"> <li>○ Transition Plans, 16+</li> <li>○ Age of Majority</li> <li>○ Age-Appropriate Assessments</li> <li>○ Course of Study</li> <li>○ Interagency Involvement</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Disproportionate Representation</b></p> <ul style="list-style-type: none"> <li>• Prevalence and Categories of Disabilities</li> <li>• Race and Ethnicity</li> </ul>	
<p style="text-align: center;"><b>Additional Utah Requirements</b> (Will no longer apply in FFY 2008 due to State rule changes)</p> <ul style="list-style-type: none"> <li>• At Risk Documentation</li> <li>• Least Restrictive Behavior Interventions (LRBI) Committee</li> <li>• Caseload Limits</li> </ul>	

Display 15-4 shows the following results:

- Indicators 1, 2, and 14 had zero findings of noncompliance.
- Indicators 3 and 7 had seven of eight findings corrected within one year. The one remaining finding in one LEA was corrected on November 19, 2007 (approximately four months over the required timeline).
- Indicator 4A had zero findings of noncompliance.
- Indicators 5 and 6 had 123 of 126 findings corrected within one year. The three remaining findings in two LEAs were corrected on November 19, 2007 (1 finding in 1 LEA) and November 29, 2007 (2 findings in 1 LEA). All three findings were corrected approximately 4 months over the required timeline.
- Indicator 8 had 84 of 85 findings corrected within one year. The remaining one finding in one LEA was corrected on November 19, 2007 (approximately four months over the required timeline).
- 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 2007.
- Indicator 11 had 49 of 50 findings corrected within one year. The remaining one finding in one LEA was corrected on November 9, 2007 (approximately four months over the required timeline).
- Timely correction occurred on indicator 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.
- Indicator 13 had 42 of 45 findings corrected within one year. The three remaining findings in two LEAs were corrected on January 28, 2008 (1 finding in 1 LEA) and March 4, 2008 (2 findings in 1 LEA). The one finding in one LEA was corrected one week over the required timeline; the two findings in one LEA was corrected one month over the required timeline.
- Other areas of noncompliance (Evaluation and Eligibility) had 125 of 127 corrected within one year. The two remaining findings in two LEAs were corrected on January 28, 2008 (1 finding in 1 LEA) and April 18, 2008 (1 finding in 1 LEA). One finding in one LEA was corrected one week over the required timeline; the other finding in one LEA was corrected approximately five months over the required timeline.
- Timely correction occurred on other areas of noncompliance (Utah Requirements). 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.

**Display 15-4: Part B Indicator 15 Worksheet**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of Noncompliance Identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	N/A	N/A
14. 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.	Dispute Resolution: Complaints, Hearings	0	N/A	N/A
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	8	7
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A
4A. Percent of districts identified 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.	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	N/A	N/A
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of Noncompliance Identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
<p>5. Percent of children with IEPs aged 6 through 21 - educational placements.</p> <p>6. Percent of preschool children aged 3 through 5 – early childhood placement.</p>	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	36	126	123
	Dispute Resolution: Complaints, Hearings	1	1	1
<p>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.</p>	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	35	85	84
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.</p> <p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	N/A	N/A
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of Noncompliance Identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
<p>11. Percent of children who were evaluated within 60 days** of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.</p> <p>**State established timeline is 45 school days.</p>	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	32	50	49
	Dispute Resolution: Complaints, Hearings	1	1	1
<p>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.</p>	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	7	7
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A
<p>13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.</p>	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	15	45	42
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A
Other areas of noncompliance: Evaluation and Eligibility	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	50	127	125

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of Noncompliance Identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A
Other areas of noncompliance: Utah Requirements	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	38	68	68
	Dispute Resolution: Complaints, Hearings	0	N/A	N/A
<b>Sum the numbers down Column a and Column b</b>			518	507
<b>Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.</b>			<b>(b) / (a) X 100 =</b>	98%

**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 are 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 2007 (2007-08):**

Display 15-5 shows the correction of noncompliance over time. Results indicate that increased rates of correction have been realized over time.

**Display 15-5: Number of Findings and Percent Correction in General Supervision System Data (Monitoring and Dispute Resolution), by Monitoring Priority Area**

	FFY 2005 Identified 04-05 Corrected Within 1 Year  # of LEAs Monitored = 51	FFY 2006 Identified 05-06 Corrected Within 1 Year  # of LEAs Monitored = 76	FFY 2007 Identified 06-07 Corrected Within 1 Year  # of LEAs Monitored = 57
<b>FAPE</b>	# of Findings = 66  (10 were from dispute resolution process)  # Corrected within 1 year = 58  <b>% Corrected within 1 year = 88%</b>	# of Findings = 124  (2 were from dispute resolution process)  # Corrected within 1 year = 117  <b>% Corrected within 1 year = 94.35%</b>	# of Findings = 137  (1 was from dispute resolution process)  # Corrected within 1 year = 133  <b>% Corrected within 1 year = 97.1% (100% corrected as of 12/1/08)</b>
<b>General Supervision</b>	# of Findings = 57  (2 were from dispute resolution process)  # Corrected within 1 year = 49  <b>% Corrected within 1 year = 86%</b>	# of Findings = 301  (1 was from dispute resolution process)  # Corrected within 1 year = 291  <b>% Corrected within 1 year = 96.68%</b>	# of Findings = 228  (1 was from dispute resolution process)  # Corrected within 1 year = 225  <b>% Corrected within 1 year = 98.7% (100% corrected as of 12/1/08)</b>
<b>Parent Involvement</b>	# of Findings = 42  (1 was from dispute resolution process)  # Corrected within 1 year = 33  <b>% Corrected within 1 year = 79%</b>	# of Findings = 141  (1 was from dispute resolution process)  # Corrected within 1 year = 129  <b>% Corrected within 1 year = 91.49%</b>	# of Findings = 83  (0 were from dispute resolution process)  # Corrected within 1 year = 82  <b>% Corrected within 1 year = 98.8% (100% corrected as of 12/1/08)</b>
<b>Transitions</b>	# of Findings = 17  (0 were from dispute resolution process)  # Corrected within 1 year = 17  <b>% Corrected within 1 year = 100%</b>	# of Findings = 21  (0 were from dispute resolution process)  # Corrected within 1 year = 20  <b>% Corrected within 1 year = 95.24%</b>	# of Findings = 52  (0 were from dispute resolution process)  # Corrected within 1 year = 49  <b>% Corrected within 1 year = 94.2% (100% corrected as of 12/1/08)</b>
<b>Disproportionality</b>	N/A	# of Findings = 0  (0 were from dispute	# of Findings = 0  (0 were from dispute

		resolution process) # Corrected within 1 year = N/A	resolution process) # Corrected within 1 year = N/A
		<b>% Corrected within 1 year = N/A</b>	<b>% Corrected within 1 year = N/A</b>
<b>Utah Requirements</b>	# of Findings = 8  (0 were from dispute resolution process)	# of Findings = 2  (0 were from dispute resolution process)	# of Findings = 8  (0 were from dispute resolution process)
	# Corrected within 1 year = 8	# Corrected within 1 year = 2	# Corrected within 1 year = 8
	<b>% Corrected within 1 year = 100%</b>	<b>% Corrected within 1 year = 100%</b>	<b>% Corrected within 1 year = 100%</b>

**Progress:**

- The implementation of several activities has resulted in progress through a significant increase in correction of noncompliance, as well as correction of procedures and practices 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 with the SEA 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, FFY 2005, FFY 2006, and FFY 2007 have corrected their findings of noncompliance as of January 30, 2009 (see Slippage for explanation of State enforcement actions).
- On January 30, 2009, the one remaining LEA with one uncorrected finding from FFY 2006 corrected the continuing noncompliance. Follow up visits were scheduled with this LEA and enforcement actions such as delay of IDEA funds, requirement of an LEA and school corrective action plan, and written notification to the special education director and superintendent, have been utilized to help assist the LEA with corrections.
- 57 LEAs were monitored during FFY 2007. Of those 57 LEAs, all findings were corrected in all LEAs as of December 2008.
- 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 one year.
- Correction of noncompliance increased significantly from under 90% to over 97% 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) has maintained a rate of 100% of correction of noncompliance.

**Slippage:**

- Although significant progress (98%) has been made on this indicator, Utah has not yet met the target of 100% compliance. Not all LEAs (six) met the required timelines for submitting documentation of the correction of noncompliance, although at this time, six of the six LEAs exceeding correction timelines during FFY 2007 have corrected their noncompliance. Statewide, most LEAs have been able to implement changes and correct noncompliance rapidly.

- 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 toward corrections. Fortunately, these enforcement actions have only needed to be used with a few select LEAs as the majority completed their corrections of noncompliance in a timely manner.
- Correction of noncompliance decreased in the areas of transitions, specifically in school to post-school transitions statewide. This decrease was due to two LEAs who failed to submit evidence of correction within one year (1 LEA with 1 finding submitted evidence of correction one week late, while the other LEA with 2 findings submitted evidence of correction 1 month late after requesting and receiving professional development from the SEA; the other 42 of 45 findings were corrected in a timely manner.)

**Correction of Previous Year’s Noncompliance: Corrected to 100%**

Display 15-6 shows the corrections on findings that were not completed in a timely manner but have been corrected since the February 2008 submission of the APR. The bottom line is that all findings of noncompliance, except for one from FFY 2006 in the monitoring area of FAPE, have been corrected.

In an analysis of the LEAs with findings of noncompliance not corrected in a timely manner, the underlying reason for exceeding the timeline generally is a result of school personnel not understanding the correction requirement, due to inexperienced or new staff. Of the six LEAs exceeding the timelines, four were charter schools. We are attempting to resolve this issue with increased communication that includes requirements for correction, deadlines, and consequences for non-correction.

**Display 15-6: Corrections on Findings which were Not Completed in a Timely Manner**

		<b>FFY 2004</b>	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
<b>FAPE</b>	<b>Findings of Noncompliance which Exceeded the Timeline</b>	N/A	8 findings in 3 LEAs were overdue for correction during FFY 2006.	7 findings in 5 LEAs were overdue for correction during FFY 2007.	4 findings in 2 LEAs were overdue for correction during FFY 2008.
	<b>Correction History</b>	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.	As of October, 2008, 4 findings in 2 LEAs from FFY 2007 have been corrected.  During FFY 2007, 2 findings in 2 LEAs identified in FFY 2006 were corrected.
	<b>Results</b>	<b>100% of all findings from FFY 2004 have been corrected.</b>	<b>100% of all FFY 2005 findings in this area have been corrected.</b>	<b>3 findings in 3 LEAs from FFY 2006 remain to be corrected during FFY 2007.</b>  <b>FFY 2007</b>	<b>100% of all FFY 2007 findings in this area have been corrected.</b>

		FFY 2004	FFY 2005	FFY 2006	FFY 2007
				<p><b><u>UPDATE: 2 findings in 2 LEAs were corrected on 3/6/08 and 4/18/08</u></b></p> <p><b><u>1 finding in 1 LEA was corrected on 1/30/09</u></b></p> <p><b><u>100% of all FFY 2006 findings in this area have been corrected.</u></b></p>	
<b>General Supervision</b>	<b>Findings of Noncompliance which Exceeded the Timeline</b>	0	8 findings in 3 LEAs were overdue for correction during FFY 2006.	10 findings in 8 LEAs are overdue for correction during FFY 2007.	3 findings in 3 LEAs were overdue for correction during FFY 2008.
	<b>Correction History</b>	N/A	<p>During FFY 2006, 6 of 8 findings in 2 LEAs identified in FFY 2005 were corrected (75%).</p> <p>During FFY 2007, the 2 remaining findings in 1 LEA identified in FFY 2005 was corrected.</p>	As of December 2007, 9 findings in 7 LEAs have been corrected.	<p>As of October, 2008, 3 findings in 3 LEAs from FFY 2007 have been corrected.</p> <p>During FFY 2007, 1 finding in 1 LEA identified in FFY 2006 was corrected.</p>
	<b>Results</b>	N/A	<b>100% of all FFY 2005 findings in this area have been corrected.</b>	<p><b>1 finding in 1 LEA remains to be corrected during FFY 2007.</b></p> <p><b><u>FFY 2007 UPDATE: 1 finding in 1 LEA was corrected on 4/18/08</u></b></p> <p><b><u>100% of all FFY 2006 findings in this area have been corrected</u></b></p>	<b>100% of all FFY 2007 findings in this area have been corrected.</b>

		FFY 2004	FFY 2005	FFY 2006	FFY 2007
<b>Parent Involvement</b>	<b>Findings of Noncompliance which Exceeded the Timeline</b>	0	9 findings in 4 LEAs were overdue for correction during FFY 2006.	12 findings in 8 LEAs are overdue for correction during FFY 2007.	1 finding in 1 LEA was overdue for correction during FFY 2008.
	<b>Correction History</b>	N/A	During FFY 2006, 8 of 8 findings in 3 LEAs identified in FFY 2005 were corrected (75%).	As of December 2007, 8 findings in 6 LEAs have been corrected.	As of October, 2008, 1 finding in 1 LEA has been corrected.
	<b>Results</b>	N/A	<b>1 finding in 1 LEA remains to be corrected during FFY 2007.</b>  During FFY 2007, 100% of all FFY 2005 findings in this area have been corrected.	<b>4 findings in 2 LEAs remain to be corrected during FFY 2007.</b>  <u>FFY 2007 UPDATE: 4 findings in 2 LEAs were corrected on 3/6/08 and 4/18/08</u>  <u>100% of all FFY 2006 findings in this area have been corrected</u>	<b>100% of all FFY 2007 findings in this area have been corrected.</b>
<b>Transitions</b>	<b>Findings of Noncompliance which Exceeded the Timeline</b>	0	0	1 finding in 1 LEA is overdue for correction during FFY 2007.	3 findings in 2 LEAs were overdue for correction during FFY 2008.
	<b>Correction History</b>	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.	As of October, 2008, 3 findings in 2 LEAs have been corrected.
	<b>Results</b>	N/A	N/A	<b>100% of all findings from FFY 2006 have been corrected.</b>	<b>100% of all FFY 2007 findings in this area have been corrected.</b>
<b>Disproportionate Representation</b>	<b>Findings of Noncompliance which Exceeded the Timeline</b>	N/A	0	0	0

		FFY 2004	FFY 2005	FFY 2006	FFY 2007
	<b>Correction History</b>	N/A	N/A	N/A	N/A
	<b>Results</b>	N/A	N/A	N/A	N/A
<b>Utah Requirements</b>	<b>Findings of Noncompliance which Exceeded the Timeline</b>	0	0	0	0
	<b>Correction History</b>	N/A	N/A	N/A	N/A
	<b>Results</b>	N/A	N/A	N/A	N/A

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 15 (See Appendix D).

**The following activities were completed for FFY 2007:**

1. Evaluate the results of activities from 2007–08 and determine additional activities based on those data. Completed and timeline being revised.
  - LEA activity results are evaluated as they are received by the SEA which provides the individual LEAs with immediate feedback and support as needed.

Results of this activity include LEA special education directors receiving ongoing and current information regarding findings of noncompliance for Indicator 15, which in turn increased LEA correction of noncompliance in a timely manner, as documented by UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

2. Provide training opportunities to LEAs in self assessment year on areas of concern statewide. Completed and timeline being revised.
  - 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 Statewide special education meetings.
  - All LEAs were also provided with technical assistance by the USOE staff on an as-needed basis, either in person, by phone, or via e-mail.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

3. Target SEA training in the areas with continued noncompliance by providing multiple training opportunities and methods to LEAs. Completed and timeline being revised.
  - 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 Statewide special education meetings and through teleconferences is also available online.
  - All LEAs were also provided with technical assistance by the USOE staff on an as-needed basis, either in person, by phone, or via email.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

4. 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 Monitoring Steering Committee met three times during 2007-08 on March 26, 2008, April 22, 2008, and May 15, 2008.

Results of this activity include increased LEA special education director knowledge and application of the APR reporting and determination requirements and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

5. Develop the USOE Framework for Recognition, Assistance, and Intervention with all LEAs. Completed and timeline being revised.
  - The USOE Framework for Recognition, Assistance, and Intervention was updated, disseminated to LEAs, and used during multiple discussions at State special education meetings and charter school director meetings.
  - The USOE Framework for Recognition, Assistance, and Intervention was disseminated and explained to each LEA at least twice.

Results of this activity include increased LEA special education director knowledge and application of the APR reporting and determination requirements and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

**The following activities were completed and are ongoing:**

1. Utilize UPIPS and UPIPS-SRR program to collect data on LEA compliance. Completed and ongoing.
  - The UPIPS monitoring data were collected, as needed, from LEAs.
  - The UPIPS-SRR was used to collect data from the SEA level from 18 LEAs and was known to be used at the LEA level, for self assessment, additional data collection, and training for 22 LEAs.

Results of this activity include increased UPIPS-SRR statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, monitoring, and compliance with IDEA requirements, as documented by professional development logs, agendas, improved rates of correction of noncompliance, and decreased rates of noncompliance.

2. Track correction of LEA areas of noncompliance within one 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 are received, the data are 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 noncompliance within the one year timeline is documented and tracked from written notification from USOE to LEA of noncompliance to official notification from USOE to LEA stating the noncompliance is corrected.
- Data stored in the database are randomly checked for accuracy monthly by USOE staff.

Results of this activity include LEA special education directors receiving ongoing and current information regarding findings of noncompliance for Indicator 15, which in turn increased LEA correction of noncompliance in a timely manner, as documented by UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

3. Conduct training for LEAs in areas of uncorrected noncompliance. Completed and being revised.
  - Over 260 hours of professional development was provided by the SEA to LEAs with uncorrected noncompliance.
  - The training resulted in correction of noncompliance from all LEAs receiving training.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by professional development logs, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

4. Recollect data on LEA compliance status after training. Completed and being revised.
  - After CAP training, evidence of file correction data was collected from each LEA with noncompliance.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by professional development logs, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

5. Conduct training for LEA special education directors on documentation of correction of noncompliance identified through State formal complaints, mediations, resolution sessions, and due process hearing decisions. Completed and being revised.
  - Training was conducted by the SEA for all LEAs using the UPIPS Manual and UPIPS correspondence.
  - Follow up discussions were held on an individual basis with LEA Directors as needed.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

6. Provide LEAs with prompt feedback on FFY 2006 APR results. Completed and ongoing.

- APR results were disaggregated to the LEA level, disseminated to each LEA, and a forum for discussion was provided at least twice at State special education meetings and charter school director meetings.
- After discussions, each LEA was sent a determinations letter which prompted additional questions between SEA and LEA staff.

Results of the activity resulted in increased statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

7. 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. Completed and ongoing.
  - The SEA disaggregated FFY 2006 APR data to the LEA level.
  - The SEA applied the LEA level data to the Framework and made LEA determinations.
  - The SEA notified LEAs of their determination and resulting actions.

Results of the activity resulted in increased awareness of APR results, determination level, and consequences for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by the UPIPS Manual, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

8. Provide targeted professional development to address specific procedural errors in specific LEAs with continuing noncompliance. Completed and being revised.
  - The SEA identified LEAs with uncorrected findings of noncompliance and ensured that they received mandatory professional development in those specific areas.
  - After the mandatory training, additional data were collected to verify corrections.
  - All LEAs with findings in FFY 2007 corrected noncompliance. The one LEA with a remaining finding in FFY 2006 received additional professional development, as part of new corrective action plan, and corrected the noncompliance on January 30, 2009.

Results of this activity include increased statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, compliance, and correction of noncompliance in a timely manner, as documented by professional development logs, UPIPS correspondence, UPIPS database, improved rates of correction of noncompliance, and decreased rates of noncompliance.

**Impact of completed activities listed above:**

Each improvement activity was reviewed in terms of its impact on Indicator 15. Improvement activities resulted in statewide training activities and SEA/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, monitoring, and compliance with IDEA requirements, ensuring that appropriate identified students with a disability will receive a free appropriate public education needed to improve their education performance. In addition, the improvement activity review resulted in combining several activities to ensure that data demonstrated the effect of the professional development.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 15 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED TIMELINE #2. Provide training opportunities to LEAs in self assessment year on areas of concern statewide.	2007-2008	USOE staff, contracted personnel, IDEA discretionary funds	This activity has been incorporated as part of the monitoring process and does not require separate reporting, as determined by improvement activity review. This activity was completed during FFY 2007.
REVISED TIMELINE #1. Evaluate the results of activities from 2007 – 08 and determine additional activities based on those data.	2007-2008	USOE staff, IDEA discretionary funds	This activity has been incorporated as part of the monitoring process and does not require separate reporting, as determined by improvement activity review. This activity was completed during FFY 2007.
REVISED TIMELINE #3. Target SEA training in the areas with continued noncompliance by providing multiple training opportunities and methods to LEAs.	2007-2008	USOE staff, IDEA discretionary funds	This activity has been incorporated as part of the monitoring process and does not require separate reporting, as determined by improvement activity review. This activity was completed during FFY 2007.
REVISED TIMELINE #4. 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.	2007-2008	USOE staff, IDEA discretionary funds	This activity was completed during FFY 2007.
REVISED TIMELINE #5. Develop the USOE Framework for Recognition, Assistance, and Intervention with all LEAs.	2007-2008	USOE staff, IDEA discretionary funds	This activity was completed during FFY 2007.
REVISED ACTIVITY #3, #4, #5, AND #8. Combine the four activities listed above to	2008-2011	USOE staff, contracted personnel, IDEA discretionary	Combining these four activities will allow data to be collected which shows the effect of professional development on correction of noncompliance, as

Activities	Timelines	Resources	Justifications
read: Conduct training for LEA special education directors and staff in areas of noncompliance with recollection of compliance data after training.		funds	determined by improvement activity review.

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 2007**

**Overview of the Annual Performance Report Development:**

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

**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 Targets
<b>2007</b> (2007-2008)	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 FFY2007: 90%**

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

	FFY 2007
Complaints received	10
Complaints resolved w/in timeline	9
Percent resolved w/in timeline	90%

**The target of 100% was not 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**

<b>Section A: Written, Signed Complaints</b>	
(1) Written, signed complaints total	10
(1.1) Complaints with reports issued	10
(a) Reports with findings	5

<b>Section A: Written, Signed Complaints</b>	
(b) Reports within timeline	9
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	N/A

**Valid and Reliable Data:**

All written complaints 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 is trained on procedures for date stamping documents for date and 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 2007 (2007-08):**

Although the 100% rate was not achieved during FFY 2007, the State completed nine out of ten complaints within the timeline. One complaint was completed in sixty-two days, exceeding the sixty day timeline by two days. The timeline was exceeded by two days due to LEA staff being out of the country and difficulty scheduling with the parent's attorney. There were no findings of noncompliance in this case. Two new activities have been added to address the slippage in the level of compliance (90%) for this indicator.

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

	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Complaints received	20	9	9	10
Complaints resolved w/in timeline	18	9	9	9
Percent resolved w/in timeline	90%	100%	100%	90%

**Correction of Previous Year's Noncompliance:**

The target of 100% was achieved during the previous year. Therefore, no correction is indicated.

**Discussion of Improvement Activities:**

Each Improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 16 (See Appendix D).

**The following activities were completed and ongoing:**

1. Conduct quarterly meetings with Disability Law Center (P&A) to coordinate efforts on state formal complaints. Completed and ongoing.
  - The USOE has conducted regular 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 and training, and responding proactively to potential disputes.

Results of this activity include a collaborative relationship that benefited all stakeholders. The activity has contributed to maintaining a low number of complaints.

2. Evaluate the results of activities from 2007-2008 and determine additional activities based on those data. Completed and ongoing.
  - The activities for indicator 16 were analyzed through the use of the USOE SPP/APR Improvement Activity form. Although during the 2007-2008 school year, Utah did not successfully meet the target goal of resolving 100% of the complaints filed within the 60 day timeline or a timeline extended for exceptional circumstances with one complaint, Utah was successful in facilitating continued positive collaboration with families and early dispute resolution to maintain low numbers of formal state complaints filed. The following activities contributed toward meeting the target goal for this indicator as well as facilitated keeping the numbers of formal complaints filed to a minimum.
    - Effective communication with the Disability Law Center (P&A) enabled potential topics of complaints to be addressed proactively and actual complaints to be resolved earlier.
    - Awareness of emerging issues was addressed through technical assistance to LEAs prior to the issue rising to a level of a formal State complaint.
    - Including the DLC as a partner in providing technical assistance training to LEAs allowed the DLC and LEAs an opportunity to communicate and collaborate directly absent an adversarial relationship.

Results of this activity include the addition of two activities.

3. Continue to develop Utah's system of dispute resolution in order to encourage more productive communication as early resolution of problems. Completed and ongoing.
  - The USOE has convened a stakeholder group dedicated to early dispute prevention and resolution. The group has been meeting to examine Utah's dispute resolution system in order to determine its' effectiveness in light of Utah's identified areas of concern. The process will conclude with recommendations for revisions of current dispute resolution mechanisms as well as potential mechanisms designed to further Utah's goal of early dispute prevention and resolution.
  - LEA special education directors and other LEA designees were provided with professional development designed to improve the ability to successfully collaborate and communicate with anxious parents.

Results of this activity include collaboration with stakeholder representatives to ensure consideration of broad and varied perspectives when designing dispute resolution mechanisms. This outcome will contribute to Utah's goal of maintaining low numbers of formal state complaints and due process hearings filed by maximizing effective collaboration and early dispute prevention and resolution between families, LEAs, and other stakeholders.

#### **Impact of completed activities listed above:**

Each improvement activity was reviewed in terms of its impact on Indicator 16. Improvement activities resulted in increased collaboration with stakeholder representatives which contributed to maintaining a low number of State complaints and due process hearings by maximizing effective collaboration, early dispute prevention and resolution between families, LEAs, and other stakeholders. In addition, two new activities were added to ensure that complaints are resolved and noncompliance is corrected as soon as possible and within required timelines.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Review form in order to determine its impact on Indicator 16 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
NEW ACTIVITY Create and utilize a database to track timelines and corrective actions to ensure timelines are met and compliance corrected within one year.	2009 - 2011	USOE Compliance Coordinator, Support Staff	By utilizing a database to track timelines and corrective actions, the USOE will more effectively manage dispute resolution and compliance data.
NEW ACTIVITY To address the compliance officer's workload and ensure 100% compliance on this indicator, a .6 FTE will be added.	July 2008	State Director of Special Education, Compliance Coordinator, Law and Policy Coordinator, IDEA funds	Utah's Compliance Officer has a broad job description. Separating out some of those duties for the new .6 FTE will allow for more timely complaint investigation and provide an additional complaint investigator.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

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

**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 Targets
2007 (2007 – 2008)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

**Actual Target Data for FFY 2007: 100%**

**The target of 100% was met.**

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

The total number of due process hearing requests was less than 10.

	FFY 2007
Due Process Hearing requests filed	4
Resolution sessions	4
Resolution sessions reached or hearing request withdrawn prior to a decision by a hearing officer.	4
Decisions w/in timeline	0
Decisions w/in properly extended timeline	0
Percent resolved w/in timeline or properly extended timeline	100%

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

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

Section C. Hearing Requests	
(3) Hearing requests total	4
(3.1) Resolution sessions	4
(a) Settlement Agreements	1
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	4

**Valid and Reliable Data:**

The State Compliance Officer monitors due process hearing complaints as they are filed and during the process. Support Staff are trained on procedures for date stamping complaints upon receipt to ensure accuracy of the timeline.

**Explanation of Progress or Slippage that occurred for FFY 2007:**

As can be seen in Display 17-3, the percent of due process hearing requests resolved within the timeline has been 100% for the past three 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 resolution session. During FFY 2007, four due process hearing requests were filed. One request was settled during the resolution time period utilizing mediation. One request was dismissed by the hearing officer for lack of sufficiency during the resolution time period. In this case, the LEA and parent reached resolution and the complaint was not refiled. One request was withdrawn during a properly extended time period but prior to proceeding to a hearing. One request was withdrawn during the hearing.

**Display 17-3: Number and Percent of Due Process Hearings Resolved within the Timeline, Results over Time**

	FFY 2005	FFY 2006	FFY 2007
Due Process Hearing requests filed	4	7	4
Resolution sessions	4	7	4
Resolution sessions reached without a hearing and within the timeline or properly extended timeline	4	6	4
Decisions w/in timeline	0	0	0
Decisions w/in properly extended timeline	0	1	0
Percent resolved w/in timeline or properly extended timeline	100%	100%	100%

### **Correction of Previous Year's Noncompliance**

Data on this indicator show that the target of 100% was met in FFY 2006. Therefore, since there was no noncompliance, no correction is indicated.

### **Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 17 (See Appendix D).

### **The following activities were completed:**

1. Complete training for current DPHOs to update on the final IDEA regulations issued in August 2006 and the Utah Special Education Rules. Completed.
  - Training on both the IDEA regulations and the Utah Special Education Rules has taken place. This training included explanation of the requirements and timelines for due process hearings and the requirement that documentation of adherence to or extensions of timelines be submitted to the Utah State Office of Education.
  - Copies of the Special Education Rules were disseminated to DPHOs.

As a result of this training, DPHOs will have current information to carry out DPHs effectively and ensure that timelines continue to be met.

2. Complete training of current DPHOs to update on requirements of the new 2004 IDEA statute. Completed and timeline being revised.
  - This activity was completed prior to FFY 2007 and was inadvertently reported as ongoing on the SPP.

### **The following activities were completed and are ongoing:**

1. Recruit additional DPHO candidates who meet the 2004 statutory recommendations for expertise, as needed. Completed and being revised.
  - Utah added one new name to its list of hearing officers.

This activity resulted in a larger pool of DPHOs to draw from, thus ensuring continued adherence to timelines.

2. Notify LEA and parent of required timelines upon every request for a due process hearing. Completed and ongoing.
  - Both parties were notified, in writing, of the required timelines upon every request for a due process hearing.
  - Each LEA Special Education Director was notified by telephone when a request for a due process hearing was received by the Utah State Office of Education. If the LEA Special Education Director had not yet received the request for a due process hearing, a copy of the request was transmitted by fax to the Director.

This activity resulted in all parties being informed of timeline requirements, thus ensuring adherence to timelines.

3. Explore possibilities for expanding the pool of Hearing Officers for IDEA due process hearings. Completed and being revised.
  - The position of special education hearing officer was posted with the Utah Bar Association prior to training.
  - The position of special education hearing officer was posted with the Disability Law Center prior to training.
  - The position of special education hearing officer was posted by the Mountain Plains Regional Resource Center for current hearing officers in other states.

This activity resulted in the addition of one DPHO being added to the existing pool resulting in a larger pool of DPHOs to draw from, thus ensuring continued adherence to timelines.

4. Continue every other year required professional development for DPHO. Completed and ongoing.
  - Training was conducted in August 2007.

As a result of this training, DPHOs will have current information to carry out DPHs effectively and ensure that timelines continue to be met.

**Impact of completed activities listed above:**

The improvement activities for Indicator 17 are designed to ensure that hearing officers understand the timeline requirements for due process hearings and are prepared to manage the hearing to meet these timelines. The ability to assign a properly trained hearing officer expeditiously is a prerequisite to successful adherence to the timelines. Because Utah places great emphasis on early dispute prevention and resolution and has historically low numbers of due process hearing requests filed, hearing officers are not full time employees. Rather, as contract employees, the role of special education hearing officer is a small percentage of their jobs. At times, the Utah State Office of Education is challenged to find a hearing officer who is available when a hearing request is received. Though the Utah State Office of Education has always been successful in assigning a hearing officer in a timely fashion, it is important to maintain a list of potential individuals who are properly trained to maintain this ability. An additional DPHO was added, thus ensuring an expended pool to draw from in order to continue an adherence to timelines at 100% compliance.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Review form in order to determine its impact on Indicator 17 (See Appendix D).

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justifications</b>
REVISED ACTIVITY #1 AND #3. Combine the two activities above to read: Recruit additional DPHOs as needed to ensure an adequate pool in the event that a DPH request is filed.	2008-2011	USOE Law and Policy Coordinator, IDEA discretionary funds	Combining these two activities will allow data to be collected which shows the effect of recruitment on expansion of the DPHO pool. It will allow DPHO recruitment as indicated by the data.
REVISED TIMELINE ACTIVITY #2 Complete training of current DPHOs to update on requirements of the new 2004 IDEA Statute.	Completed prior to FFY 2007	USOE Law and Policy Coordinator, contact personnel, IDEA discretionary funds.	This activity was completed prior to FFY 2007 and was inadvertently reported as continued on the SPP.

**Part B State Annual Performance Report (APR) for FFY 2007**

**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.

FFY	Measurable and Rigorous Targets
<b>2007</b> (2007–2008)	Seventy-five percent (75%) of the due process hearing complaints filed will be resolved through resolution settlement agreements.

**Display 18-1: Number of Resolution Sessions Held**

	FFY 2007
Number of Resolution Sessions Held	4

**Since the number of resolution sessions held remained under 10 for FFY 2007, Utah is not required to report on this indicator.**

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

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

**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.

FFY	Measurable and Rigorous Targets
2007 (2007-2008)	Percent = [(2.1 (a) (i) + 2.1 (b) (i)) divided by 2.1] times 100.

**Display 19-1: Number of Mediations**

	FFY 2007
Number of Mediations Held	6

**Since the number of mediations held remained under 10 for FFY 2007, Utah is not required to report on this indicator.**

**Part B State Annual Performance Report (APR) for 2007**

**Overview of the Annual Performance Report Development:**

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

**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 Targets
<b>2007</b> (2007-2008)	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 2007: 100%**

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

A. APR Grand Total	43
1. Timeliness (Timely Submission points)	5
2. Accuracy (Subtotal points)	38
B. 618 Grand Total	43
1. Timeliness (Timely Subtotal x 2)	13
2. Accuracy ((B. + C. + D. Subtotals) x 2)	30
C. APR Grand Total (A) + 618 Grand Total (B)	86
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% was met.

All 618 data reports required by OSEP were completed and submitted on time. Child Count, FAPE and Assessment reports were submitted on February 1, 2008. Exit, Discipline and Personnel reports were submitted by November 1, 2008. 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.

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

APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
			38
<b>APR Score Calculation</b>		<b>Timely Submission Points</b> (5 pts. For Submission of APR/SPP by February 2, 2009)	5
		<b>Grand Total</b>	43

**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	N/A	3
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	N/A	3
Table 5 - Discipline Due Date: 11/1/07	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	N/A	3
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	N/A	3
				<b>Subtotal</b>	23
		<b>Weighted Total</b> (Subtotal X 1.87; round < .49 down and >.50 up to whole number)			43
		<b>Indicator 20 Calculation</b>			
<b>618 Score Calculation</b>		<b>A. APR Total</b>			43
		<b>B. 618 Total</b>			43
		<b>C. Grand Total</b>			86
<b>Percent of timely and accurate data=</b> (C divided by 86 times 100)		<b>(C) / (86) X 100 =</b>			100%

**Valid and Reliable Data:**

All 618 data are collected in the USOE data clearinghouse. Data errors are detected through an editing process and are sent back to LEAs for correction. Submissions are only accepted if they clear all editing procedures. Sign off signatures are required for some of the 618 data ensuring validity, accuracy, and reliability. 618 Data have been collected for many years as a result of the validity and reliability of the data, yearly comparison for consistency, evaluate trends, project professional development needs, and target areas of strength or weakness based on these data. Utah has constructed an effective

clearinghouse data system so as to meet the reporting requirements of IDEA and other Federal programs. Public reporting has also helped ensure that data received from the LEAs are accurate, valid and reliable.

**Explanation of Progress or Slippage that occurred for FFY 2007 (2007-08):**

As indicated in Display 20-3, the 100% rate of timeliness and accuracy has been maintained. In FFY 2005, 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**

	<b>FFY 2005</b>	<b>FFY 2006</b>	<b>FFY 2007</b>
a. Overall Timeliness Score	100.0%	100.0%	100.0%
b. Overall Accuracy Score	100.0%	100.0%	100.0%
Overall Indicator Score	100.0%	100.0%	100.0%

**Discussion of Improvement Activities:**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 20 (See Appendix D).

**The following activities were completed in FFY 2007:**

1. Train LEA data managers and special education directors on new data collection procedures and timelines. Completed and being revised.
  - All LEA data managers and special education directors were trained and are aware of new data collection procedures and timelines.

This activity has improved the awareness of data deadlines, data needed for each submission, and the accuracy and timeliness of data collections, thus ensuring continued compliance with this indicator.

**The following activities were completed and are ongoing:**

1. Inform LEAs of all new data collection elements based on the 618 reports, SPP and APR, and procedures for collection and submission of the data. Completed and ongoing.
  - All LEAs were made aware of the new data collections elements and how to collect and submit these data.

Results of this activity indicate that all LEAs are aware of data collection requirements, thus ensuring continued timely and accurate data submissions.

2. Collaborate and communicate with USOE personnel regarding data needs. Completed and ongoing.
  - Several interdepartmental meetings have been held. All departments are aware of special education’s data needs and are collaborating to ensure that those needs are met.
  - Data are regularly disseminated at special education staff meetings to keep staff members informed. The Utah Professional Development Center is also provided with data as needed to align professional development needs.
  - Data are also shared at various committee meetings in order to drive decision making.
  - Data are shared at meetings with all LEA special education directors statewide.

Results of this activity has been an improved level of trust and collaboration within our Agency and LEAs, and made all aware of the data needs for special education activities.

3. Utilize 618 data profile and UPIPS data in decision making and professional development activities. Completed and ongoing.
  - Each LEA was given a profile sheet with the data points and targets of the 20 indicators found in Utah's APR.
  - Comparisons were made between each LEA's data and the State data to determine if each LEA did or did not meet the targets.
  - UPIPS monitoring data were also used to provide data for the profile sheets.
  - Technical assistance was provided to LEAs to facilitate specific professional development planning based on the 618 data and UPIPS monitoring data provided.

Results of this activity indicate that LEAs are more aware of data and how data can be used in creating professional development plans, targeting problem areas, and helping LEAs make better program and personnel decisions based on data.

**Impact of completed activities listed above:**

LEAs are more aware of data and its importance in positively impacting the outcomes of students with disabilities. A great deal of effort has gone into making the data more accurate, reliable and valid through continued collaboration with the computer department at the USOE. Each LEA enters their data into the USOE clearinghouse and is cleared through edit checks, thus ensuring reliability and accuracy. The data profiles provided annually to all LEAs have made LEAS aware of yearly progress or slippage and has provided a basis for improvement through professional development activities and data based decision making.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources**

Each improvement activity was reviewed using the Utah State Office of Education SPP/APR Improvement Activity Review form in order to determine its impact on Indicator 20 (See Appendix D).

Activities	Timelines	Resources	Justifications
REVISED ACTIVITY #1 Train new charter school data managers and new LEA special education directors on all data collection requirements, including timelines.	2009-2011	USOE Staff	As a result of the improvement activity review, it was determined that this activity has been completed but should continue for new personnel.

## 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
Rtl	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
USB	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**

- |   | <b><u>Yes</u></b> | <b><u>No</u></b> |
|---|-------------------|------------------|
| 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

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 currently employed or working for pay (*Go to Q.4*)
  - I am not currently employed but have worked for pay at sometime since leaving high school (*Go to Q.3*)
  - I am not currently employed and have not worked 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 **not currently working**? (*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.*

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 benefits?** *(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 **have you not worked** 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 currently participating **full-time** in an educational program or pursuing a degree *(Go to Q. 11)*
  - I am currently 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 attended some time since leaving high school **but discontinued** 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 **discontinue** 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 **not attended** 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 / 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 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*)

## APPENDIX D

### Utah State Office of Education

*Special Education Department*

### SPP/APR Improvement Activity Review

*For activities that have been completed or are completed/ongoing*

#### Background

Review Date: \_\_\_\_\_

Name of Improvement Activity:  
\_\_\_\_\_

Indicator Number to which this activity is connected: \_\_\_\_\_

Reviewer(s): \_\_\_\_\_

#### Ratings of Activities Carried Out in 2007-08

	No	Probably Not	Maybe	Probably	Yes, Definitely
1. Did this activity improve the LEA/state performance on this indicator .....	1	2	3	4	5
2. Can the impact of this activity on the indicator be documented (e.g., do we have valid and reliable data that supports or refutes this activity).....	1	2	3	4	5
3. Can this activity be used to support the TA needs of local LEAs .....	1	2	3	4	5
4. Should this improvement activity be continued .....	1	2	3	4	5

5. What data do we have that documents the effectiveness of this activity?

- Immediate Output
  
- Intermediate Outcome(s)
  
- End Outcome(s)

6. Do additional data need to be collected/analyzed to measure this activity's impact on indicator performance? 1 No 2 Yes  
If yes, please describe.

7. Does this activity need to change in some way for the 2008-09 school year or beyond? 1 No 2 Yes  
If yes, describe the change.

8. Summary Statement (Impact):

**Utah State Office of Education**  
*Special Education Department*  
**SPP/APR Improvement Activity Review**

*For new activities scheduled to be carried out in 2008-09 or later*

**Background**

Review Date: \_\_\_\_\_

Name of Improvement Activity:  
 \_\_\_\_\_

Indicator Number to which this activity is connected: \_\_\_\_\_

Reviewer(s): \_\_\_\_\_

**Ratings of Activities That Will Start in 2008-09 or Later**

	No	Probably Not	Maybe	Probably	Yes, Definitely
1. Will this activity improve the LEA/state performance on this indicator .....	1	2	3	4	5
2. Can the impact of this activity on the indicator be documented (e.g., can we get valid and reliable data that would support or refute this activity) .....					
• Immediate Output:					
• Intermediate Outcome(s):					
• End Outcome(s):					
3. Can this activity be used to support the TA needs of local LEAs .....	1	2	3	4	5
4. Should this improvement activity be carried out .....	1	2	3	4	5

5. What are the necessary action steps to carry out this activity?

6. What data need to be collected/analyzed to measure this activity's impact on indicator performance?

- 
- 
- 

7. Summary Statement (Impact)

## APPENDIX E

Table 7

Report of Dispute Resolution Under Part B. of the  
Individuals with Disabilities Education Act  
2007-08

SECTION A: WRITTEN SIGNED COMPLAINTS	
(l) Written, signed complaints total	10
(l.1) Complaints with reports issued	10
(a) Reports with findings	5
(b) Reports within timeline	8
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	8
(2.1) Mediations held	6
(a) Mediations related to due process complaints	1
(l) Mediation agreements	1
(b) Mediations not related to due process complaints	5
(1) Mediation agreements	1
(2.2) Mediations not held (including pending)	2
SECTION C. DUE PROCESS COMPLAINTS	
(3) Due process complaints total	4
(3.1) Resolution meetings	4
(a) Written settlement Agreements	1
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	4
SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited due process complaints total	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

# **Appendix F**

## **Table 6**

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: UT - UTAH

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT: 5/29/2008

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	6341	46160
4	6146	44936
5	5664	43123
6	5149	41997
7	4338	42131
8	3707	41736
HIGH SCHOOL (SPECIFY GRADE:) 10	4832	44023

<sup>1</sup>At a date as close as possible to the testing date.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

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 ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)
3	5890	3127
4	5681	3343
5	5199	3415
6	4703	3084
7	3872	2088
8	3144	1493
HIGH SCHOOL : 10	3285	958

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

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 ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	437	-9	-9	437
4	447	-9	-9	447
5	450	-9	-9	450
6	426	-9	-9	426
7	431	-9	-9	431
8	411	-9	-9	411
HIGH SCHOOL : 10	1096	-9	-9	1096

TABLE 6

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

2007-2008

STATE: UT - UTAH

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

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	EXEMPT FOR OTHER REASONS <sup>2</sup> (9)
3	0	5	1	6	2
4	0	4	7	5	2
5	0	3	3	7	2
6	0	5	8	7	0
7	0	5	4	23	3
8	0	118	2	28	4
HIGH SCHOOL :	10	376	6	60	9

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of 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 without these changes.

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

2007-2008

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	Minimal	Partial	Sufficient	Substantial						10A ROW TOTAL <sup>1</sup>
		Achievement Level									
3	Criterion-Referenced Test	1554	1360	1207	1769	-9	-9	-9	-9	-9	5890
4	Criterion-Referenced Test	1654	1373	860	1794	-9	-9	-9	-9	-9	5681
5	Criterion-Referenced Test	1494	1529	868	1308	-9	-9	-9	-9	-9	5199
6	Criterion-Referenced Test	1349	1592	704	1058	-9	-9	-9	-9	-9	4703
7	Criterion-Referenced Test	1202	744	717	1209	-9	-9	-9	-9	-9	3872
8	Criterion-Referenced Test	1259	624	698	563	-9	-9	-9	-9	-9	3144
HIGH SCHOOL : 10	Criterion-Referenced Test	1661	766	678	180	-9	-9	-9	-9	-9	3285

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

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

2007-2008

STATE: UI - UIAH

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

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME										10B ROW TOTAL <sup>1</sup>
		Achievement Level									
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A

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

2007-2008

STATE: UT - UTAH

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

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME	Achievement Level	10C ROW TOTAL <sup>1</sup>	Number of students included Within the NCLB 2% Cap <sup>2,3</sup>								
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B

<sup>2</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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

2007-2008

STATE: UT - UTAH

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

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	Minimal	Partial	Sufficient	Substantial						10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>
		Achievement Level										
3	Utah's Alternate Assessr	42	29	77	289	-9	-9	-9	-9	-9	437	366
4	Utah's Alternate Assessr	37	34	64	312	-9	-9	-9	-9	-9	447	376
5	Utah's Alternate Assessr	46	31	79	294	-9	-9	-9	-9	-9	450	373
6	Utah's Alternate Assessr	33	40	60	293	-9	-9	-9	-9	-9	426	353
7	Utah's Alternate Assessr	52	39	77	263	-9	-9	-9	-9	-9	431	340
8	Utah's Alternate Assessr	27	34	63	287	-9	-9	-9	-9	-9	411	350
HIGH SCHOOL : 10	Utah's Alternate Assessr	122	92	238	644	-9	-9	-9	-9	-9	1096	882

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: UT - UTAH

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	5890	-9	-9	437	14	6341
4	5681	-9	-9	447	18	6146
5	5199	-9	-9	450	15	5664
6	4703	-9	-9	426	20	5149
7	3872	-9	-9	431	35	4338
8	3144	-9	-9	411	152	3707
HIGH SCHOOL : 10	3285	-9	-9	1096	451	4832

<sup>1</sup> 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

<sup>2</sup> Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup> Column 12 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 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: UT - UTAH

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT: 5/30/2008

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		6915	44525
4		6718	42558
5		6152	41380
6		5578	41024
7		4919	40217
8		4616	39316
HIGH SCHOOL (SPECIFY GRADE:)	10	3888	41172

<sup>1</sup>At a date as close as possible to the testing date.

2007-2008

UT - UTAH

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	6472	3137	577
4	6251	3306	577
5	5688	3318	488
6	5141	3182	431
7	4464	2167	377
8	4165	1896	383
HIGH SCHOOL : 10	3388	937	471

<sup>1</sup>Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

2007-2008

STATE: UT - UTAH

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 ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	434	-9	-9	434
4	448	-9	-9	448
5	450	-9	-9	450
6	424	-9	-9	424
7	434	-9	-9	434
8	410	-9	-9	410
HIGH SCHOOL : 10	433	-9	-9	433

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

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS <sup>2</sup> (9)
3	0	3	1	4	1
4	0	6	4	6	3
5	0	7	3	2	2
6	0	2	7	4	0
7	0	0	4	15	2
8	0	13	4	23	1
HIGH SCHOOL :	10	14	3	44	6

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill 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

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

2007-2008

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	Minimal	Partial	Sufficient	Substantial						10A ROW TOTAL <sup>1</sup>
		Achievement Level									
3	Criterion-Referenced Test	1393	1673	1673	1156	-9	-9	-9	-9	-9	5895
4	Criterion-Referenced Test	1369	1557	1655	1093	-9	-9	-9	-9	-9	5674
5	Criterion-Referenced Test	1519	1628	1442	611	-9	-9	-9	-9	-9	5200
6	Criterion-Referenced Test	1406	1453	1295	556	-9	-9	-9	-9	-9	4710
7	Criterion-Referenced Test	1671	1006	966	444	-9	-9	-9	-9	-9	4087
8	Criterion-Referenced Test	1331	926	1005	520	-9	-9	-9	-9	-9	3782
HIGH SCHOOL : 10	Criterion-Referenced Test	1007	819	877	214	-9	-9	-9	-9	-9	2917

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

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

2007-2008

STATE: UI - UIAH

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

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	10B ROW TOTAL <sup>1</sup>								
		3		-9	-9	-9	-9	-9	-9	-9	
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A.

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

2007-2008

STATE: UI - UTAH

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

ALTERNATE ASSESSMENT BASED ON <b>MODIFIED</b> ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME	Achievement Level	10C ROW TOTAL <sup>1</sup>	Number of students included Within the NCLB 2% Cap <sup>2,3</sup>								
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B

<sup>2</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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

2007-2008

STATE: UT - UTAH

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

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	Minimal	Partial	Sufficient	Substantial						10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>
		Achievement Level										
3	Utah's Alternate Assessr	22	25	69	318	-9	-9	-9	-9	-9	434	387
4	Utah's Alternate Assessr	24	22	81	321	-9	-9	-9	-9	-9	448	402
5	Utah's Alternate Assessr	16	24	82	328	-9	-9	-9	-9	-9	450	410
6	Utah's Alternate Assessr	26	28	64	306	-9	-9	-9	-9	-9	424	370
7	Utah's Alternate Assessr	17	32	70	315	-9	-9	-9	-9	-9	434	385
8	Utah's Alternate Assessr	25	23	93	269	-9	-9	-9	-9	-9	410	362
HIGH SCHOOL : 10	Utah's Alternate Assessr	24	37	70	302	-9	-9	-9	-9	-9	433	372

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Sufficient

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: UT - UTAH

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 14) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 15) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 16) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 17) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	5895	-9	-9	434	9	6915
4	5674	-9	-9	448	19	6718
5	5200	-9	-9	450	14	6152
6	4710	-9	-9	424	13	5578
7	4087	-9	-9	434	21	4919
8	3782	-9	-9	410	41	4616
HIGH SCHOOL : 10	2917	-9	-9	433	67	3888

<sup>1</sup>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

<sup>2</sup>Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup>Column 12 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 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.





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

STATE: UT - UTAH

COMMENTS

The number of children with IEPs in the grades assessed is different for math and language arts because math is based on grades 3-8 and 10-12 and Utah bases the number of children with IEPs in grades assessed on the number of children with IEPs enrolled in the courses that generate the Criterion-Referenced Assessment. Despite professional development having been provided, confusion remains about out-of-level assessments (i.e., what they are, what is allowed and