State of Utah

Individuals with Disabilities Education Act 2004

Annual Performance Report

FFY 2011 (2011-2012)

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Utah State Office of Education
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The Utah State Board of Education Members of the Utah State Board of Education

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Coalition of Minorities Advisory Committee

Isaiah "Ike" Spencer 1029 East 11780 South Sandy, UT 84094

USBA Advisory Appointment

R. Dean Rowley 526 South 170 West Springville, UT 84663

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Part B Annual Performance Report Overview

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 U.S. Secretary of Education on the performance of the State under the State Performance Plan (SPP). This report is called the Part B Annual Performance Report (APR). The following report represents these requirements. Utah's SPP, indicators, and targets were developed with broad stakeholder input and publicly disseminated.

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. The State special education director and coordinators provided oversight to the process and assisted in linking the improvement activities that crossed indicators. Various USOE data collection systems were developed, redesigned, and enhanced to support required elements of the APR process.

USOE Special Education Services staff members participated in the August 2012 Office of Special Education Programs (OSEP) Leadership Conference held in Washington, DC. Upon their return they shared the information obtained with other staff members involved in the SPP and APR processes. Staff members participated in the monthly OSEP teleconferences and the Mountain Plains Regional Resource Center Director teleconferences. Further consultation was provided through telephone calls with Utah's OSEP State contact and through technical assistance provided by Mountain Plains Regional Resource Center staff.

During the FFY 2011 implementation of the SPP, and in preparation for the APR, SPP requirements and indicators continued to be shared with Local Education Agency (LEA) Special Education Directors. 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). Databased, as well as required, revisions were made to SPP indicators in coordination with the February 4, 2013 submission of the Part B APR. The revisions were made with broad stakeholder knowledge and 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 SPP 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 USOE'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 and with the LEA Special Education Directors after submission. Results are also shared with the Utah Parent Center. Prior to April 15th of each year, the USOE prepares and publishes a summary of indicators that are required to be publicly reported for each LEA. The report is posted on the USOE website and is made available for posting on LEA websites. A presentation is made on or before April 15 to USEAP, LEA Special Education Directors, Charter 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 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 SPP in red text in coordination with the February 4, 2013 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 as well as included in the SPP. 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.

Non-required Indicators for FFY 2011 APR:

According to the Part B Indicator Measurement Table, released by OSEP in December 2012, Indicators 16 and 17 have been deleted from the SPP/APR. States report data on the timeliness of State complaint and due process hearing decisions as part of the data submitted under IDEA section 618. States are also not required to report data for Indicator 20; therefore, Utah is not reporting data for Indicator 20, but will continue to provide detailed information about the actions the State is taking to ensure compliance and error-free, consistent, valid, and reliable data.

Numbers of LEAs Included in the APR

The number of LEAs for Indicators 4A and 4B is 119; the number of LEAs for Indicators 3, 9, and 10 is 120. This is because Indicators 4A and 4B are using 2010-2011 data, while Indicators 3, 9, and 10 use 2011-2012 data. Utah's number of LEAs increases annually due to the increase in number of public charter schools.

Utah's Special Education Monitoring Process

The State's general supervision system includes the Utah Program Improvement Planning System (UPIPS) monitoring process and dispute resolution process. The UPIPS was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of school districts is included in each year's cohort. The selection criteria for school districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. School districts were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique configuration of Utah's 41 school districts, there are three school districts of 50,000 plus students. Three of the five cohorts for monitoring contain one of these very large school districts, and the remaining two include two school districts with enrollments of at least 25,000 students. Each of the five cohorts also includes school 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 urbanrural continuum. The mean percentage of English Language Learner (ELL) students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. School districts are selected for State monitoring after being assigned to a cohort based upon location and size. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year to ensure that Utah charter schools are immediately aware of what the rules and regulations are regarding IDEA through inclusion in monitoring.

Each LEA is monitored each year throughout the five years using Self Assessment, on-site visits, Desk Audits, annual performance reports, and/or data reporting. Dispute resolution system data from complaints and hearings are 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 comprehensive improvement plan that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. The LEA also ensures all areas of noncompliance are corrected as soon as

possible, but in no case later than one year by submitting documentation of correction of each individual case of noncompliance identified (Prong 1) as well as documentation that the LEA is correctly implementing the specific regulatory requirements (Prong 2) as required by the OSEP 09-02 Memorandum. Each year of the cycle, the USOE performs a Desk Audit of each LEA which includes an off-site review of the LEA data, submitted as part of the Self Assessment Report and from annual 618 data. Based on the results of the annual Desk Audit, an on-site visit may be scheduled during which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEA's self-collected data and to determine if improvement efforts, as part of the comprehensive improvement plan, have been successful. During Years 2-5, the UPIPS process also tracks the status of each LEA's comprehensive improvement plan, including the correction of identified compliance errors within one year. The comprehensive improvement plan 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 Desk Audit.

As uncorrected 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 notifications of findings occur as soon as possible and generally within one month of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an 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 USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write a comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrates correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum), including completion of overdue evaluation(s), IEPs, etc. LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year receive enforcement actions from the USOE; actions are selected to target the root cause/reason of the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum. That includes accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions, each LEA is in accordance with IDEA regulatory requirements. Targeted technical assistance will continue to be provided to achieve the target of 100%.

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 occurred. 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 33 total targets contained within the required 18 indicators that are required to be reported this year, Utah met 11. Utah met the (100% and/or 0% compliance) compliance targets on five of the eight compliance indicators that are required to be submitted. The other four compliance indicators reflected 86.03%, 95.65%, 97.70%, and 99.83% levels of substantial compliance within required timelines. Utah met performance targets in areas of decreasing dropouts, students with disabilities participating in Statewide assessments, decreasing the provision of special education and related services in separate classes, and areas of post-school outcomes pertaining to employment and education. Although it did not meet all FFY 2011 targets, Utah continues to improve graduation rates for students with disabilities, proficiency of students with disabilities in English Language Arts, and Mathematics proficiency in grade 10.

Utah remains committed to improving the results for children and youth with disabilities, and as a result, has revised or added additional improvement activities to impact the proficiency rates of students with disabilities in Mathematics grades 3-8, special education services being provided in the least restrictive environment, and preschool outcomes.

Display I-1: Summary of Utah's Annual Performance Report (APR) for FFY 2011 (2011-2012) and Trend Data

Indicator #	Indicator	Indicator Description	FFY 2011 Actual Data	FFY 2011 Targets	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	58.6% ¹	71.8%	85.1%	81.0%	80.1% ²	71.1%	72.9%	N
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	4.5%	5.43%	4.2%	4.50%	5.65%*	4.8%	4.8%	Y
3	Statewide Assessment	Participation and performance of children with IEPs on Statewide assessments.								
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grades 3-8.	42.71%	54.23%	N/A ³	N/A	N/A	N/A	N/A	N
3A	State AMO Objectives	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	29.41%	36.62%	N/A	N/A	N/A	N/A	N/A	N
JA .	State Airio Objectives	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3-8.	52.08%	58.20%	N/A	N/A	N/A	N/A	N/A	N
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	56.76%	59.47%	N/A	N/A	N/A	N/A	N/A	N
3B	Participation Rate English Language Arts	Participation rate for children with IEPs. Participation rate of grades 3-8 and grade 10 students.	99.49%	95.00%	99.56%	99.66%	99.58%	99.53%	99.67%	Y
	Mathematics	Participation rate of grades 3-8 and 10-12 students.	99.12%	95.00%	99.42%	99.69%	99.51%	98.06%	98.17%	Υ
	Proficiency Rate	Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.								
3C	English Language Arts	Proficiency rate of grades 3-8. Proficiency rate grade 10.	52.07% 54.39%	58.20% ⁴ 59.47%	N/A	N/A	N/A	N/A	N/A	N N
	Mathematics	Proficiency rate of grades 3-8. Proficiency rate of grade 10.	45.79% 26.05%	54.23% 36.62%						N N
4	Suspension/Expulsion Rates	Rates of Suspension/Expulsion								

¹ Calculation for Graduation changed during FFY 2011. Please see Indicator 1 for details.

² Change in indicator/calculation/target.

³ Indicator 3A was revised in FFY 2011 due to Utah's ESEA Flexibility Waiver.

⁴ Indicator 3C Targets were revised and baseline collected in FFY 2011 due to Utah's ESEA Flexibility Waiver.

Indicator #	Indicator	Indicator Description	FFY 2011 Actual Data	FFY 2011 Targets	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?
4A	Significant Discrepancy in Discipline by Disability	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Υ
4B	Significant Discrepancy in Discipline by Race or Ethnicity & Disability	Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	0.00%	N/A	N/A	N/A	N/A	Y
5	LRE for Students (6-21)	Percent of children with IEPs aged 6 through 21 served:								
5A	Regular Classroom	Inside the regular class 80% or more of the day.	55.29%	55.53%	54.98%	53.58%	52.36%	51.40%	50.64%	N
5B	Separate Classroom	Inside the regular class less than 40% of the day.	13.96%	14.06%	14.20%	15.06%	15.33%	15.40%	15.82%	Υ
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	3.15%	3.08%	3.08%	3.06%	3.23%	3.25%	3.23%	N
6	LRE for Children (3-5)	Percent of children aged 3 through 5 with IEPs attending:								
6A	Regular EC Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	36.31%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6B	Separate Facilities	Separate special education class, separate school, or residential facility.	41.36%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Preschool Outcomes for Children (3-5)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:								
7A	Social-Emotional	Positive social-emotional skills (including social relationships);	88.2% 47.6%	94.05% 53.24%	94.83% 56.41%	94.00% 52.73%	N/A	N/A	N/A	N N
7B	Knowledge and Skills	Acquisition and use of knowledge and skills (including early language/communication and early literacy); and	86.5% 43.7%	93.30% 49.70%	94.50% 54.78%	94.10% 51.84%	N/A	N/A	N/A	N N
7C	Appropriate Behaviors	Use of appropriate behaviors to meet their needs.	88.7% 61.9%	93.74% 68.20%	94.35% 69.82%	93.68% 67.97%	N/A	N/A	N/A	N N
8	Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	89.18%	89.63%	89.5%	87.24%	87.3%	85.2%	83.6%	N
9	Disproportionate Eligibility by Race/Ethnicity, Overall	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Y

Indicator #	Indicator	Indicator Description	FFY 2011 Actual Data	FFY 2011 Targets	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?
10	Disproportionate Eligibility by Race/Ethnicity, Disability Category	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Υ
11	Initial Evaluation Timelines	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. (Utah State timeline is 45 school days.)	97.70%	100%	94.58%	97.41%	96.9%	96.6%	95.2%	N
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	99.83%	100%	99.6%	98.45%	98.6%	95.1%	93.1%	N
13	School to Post- School Transition Planning on IEP by Age 16	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	86.03%	100%	58%	5	6	78.64%	41.38%	N
14	Postsecondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:								
14A	Higher Ed	Enrolled in higher education within one year of leaving high school.	24.9%	28.6%	33.1%					N
14B	Higher Ed or Competitively Employed	Enrolled in higher education or competitively employed within one year of leaving high school.	64.7%	55.3%	68.1%	7	8	79.4%	71.5%	Υ
14C	Higher Ed, Training, Competitively Employed, or Employed	Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	80.9%	72.8%	80.6%					Y

Not required for FFY 2009 APR.
 Change in Indicator/Calculation/Target and not required for FFY 2008 APR.
 Not required for FFY 2009 APR.
 Change in Indicator/Calculation/Target and not required for FFY 2008 APR.

Indicator #	Indicator	Indicator Description	FFY 2011 Actual Data	FFY 2011 Targets	FFY 2010 Rate	FFY 2009 Rate	FFY 2008 Rate	FFY 2007 Rate	FFY 2006 Rate	Did State Meet Target?
15	General Supervision: 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%	100%	99.83%	99.48%	99.00%	98.00%	95.00%	Υ
16	General Supervision: Written Complaint Timelines	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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.	No longer required	No longer required	100%	100.00%	100.00%	90.00%	100.00%	N/A
17	General Supervision: Due Process Hearing Timelines	Percent of adjudicated due process hearings that were adjudicated within 45 days timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.	No longer required	No longer required	100%	100.00%	100.00%	100.00%	100.00%	N/A
18	General Supervision: Part B Resolutions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10
19	General Supervision: Part B Mediations	Percent of mediations held that resulted in mediation agreements.	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10	N/A <10
20	General Supervision: Timely and Accurate Data	Percent of State reported data (618 and State Performance Plan and Annual Performance Report) that are timely and accurate.	95.65%	100%	97.7%	95.24%	97.62%	100.00%	100.00%	N/A

Part B State Annual Performance Report (APR) for FFY 2011

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 is the same measurement as for all youth under ESEA. Graduation rate was calculated as follows: Number of graduates divided by (graduates + dropped out) X 100 = graduation rate. Students who transferred out of the public education system are excluded from the calculation. Utah reported data using the adjusted cohort graduation rate required under the ESEA.

FFY	Measurable and Rigorous Target
2011	71.8% graduation rate or 2 percentage points improvement from the previous year's
(Data Year	rate. This decreased graduation rate represents the change in graduation rate
2010-2011)	definitions and calculations effective May 2011 for 2010-2011 under Title I of the ESEA.

Actual Data for FFY 2011 (2010-2011 data): 58.6%

Display 1-1: Graduation Rate

	FFY 2011
# of graduates	2,325
# of students in the cohort	3,967
Graduation Rate	58.6%

The target of 71.8% was not met.

For FFY 2011, the USOE applied a formula for the cohort graduation rate required by the Elementary and Secondary Education Act (ESEA) and specifically approved for use in Utah by the United States Department of Education. The graduation rate calculation is based on the number of students who enter 9th grade and graduate with their cohort. The calculation is:

Number of on-time graduates in the cohort

Number of 9th graders in the cohort minus the number of students who transferred out of the public education system

The following students are considered "Other Completers" and are not included in the graduation rate calculation: students who earned a high school diploma after their cohort graduated; students with disabilities who participated in the Utah Alternative Assessment (UAA) due to the severity of their disabilities; and students who received a Utah High School Completion Diploma by passing the General Education Development (GED) test. Prior to this change, any student who graduated with a regular high

school diploma was included in the calculation, including students who graduated after their cohort or participated in the UAA.

To graduate with a regular high school diploma, all students (including students with disabilities) are required to meet State minimum course credit requirements, as specified in USBE Administrative Rule R277-700; LEAs may require additional course credits beyond the State minimum. Students who meet the course credit requirements are awarded a regular high school diploma. Any student who does not meet all graduation requirements may, at the discretion of the LEA, be awarded a Certificate of Completion.

Utah reestablished/revised baseline in FFY 2011, but will continue with previously established targets, as detailed in the SPP.

Valid and Reliable Data:

December 1 Child Count and Exit data are submitted electronically to the USOE Data Clearinghouse by LEAs. Data go through an error check system at the USOE Data Clearinghouse with each submission to ensure accuracy and consistency of the data. Data analysis is conducted by various USOE staff members to ensure data are reported accurately. The consistency of data from year to year serves as an additional validation. Ongoing professional development and technical assistance provided to LEAs have resulted in the continued use of correct exit codes.

The USOE developed the Utah eTranscript and Records Exchange (UTREx). This system, available to LEAs in October 2011, is designed to ensure more accurate LEA data submission by:

- allowing LEAs to submit data more frequently (at least monthly, as opposed to three times a year previously);
- allowing for more accurate data validation as its interfaces allow both the LEA and the State to view and interpret validation errors; and
- validating an LEA's data against historical data and all other LEA submissions Statewide.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2011 (Data Year 2010-2011):

Due to the change in calculation rates beginning 2010-2011 that did not include students who graduated with a regular high school diploma after their cohort had graduated or who had participated in the Utah Alternative Assessment, the graduation rate reported in the FFY 2011 APR are baseline data. Graduation rates over time using both calculations (Display 1-2) show the FFY 2011 graduation rates increased by 4% over the FFY 2010 rate.

Display 1-2: Graduation Rate of Students with Disabilities, for FFY 2010 and FFY 2011

	FFY 2010 Previous Calculation (Data year 2009-10)	FFY 2010 Revised Calculation (Data year 2009-10)	FFY 2011 Revised Calculation (Data year 2010-11)
# of graduates	2,243	2,140	2,325
# of students in cohort	2,636	3,918	3,967
Graduation Rate	85.1%	54.6%	58.6%

Please note that these improvement activities took place between July 1, 2011 and June 30, 2012; this APR Indicator is reporting data from 2010-2011. Reporting current improvement activities will enable Utah to monitor the results of these activities. Improvement activities resulted in approval of the USOE's application to receive National Dropout Prevention Center – Students with Disabilities (NDPC-SD) intensive technical assistance. This assistance will increase the knowledge base of USOE staff in evidence-based strategies resulting in improved school completion rates. Targeted professional

development activities increased the knowledge base of activity participants related to the impact of school completion on achievement of post-secondary goals.

1. Participated in the "Strengthening the Senior Year" College and Career Ready Workgroup at the direction of the State Superintendent of Public Instruction. Completed.

This activity resulted in:

- Development of a November 2011 report "Strengthening the Senior Year; Career and College Ready" that may be downloaded from http://www.schools.utah.gov/cte/documents/guidance/publications/StrengtheningSeniorYear.pdf.
- Recommendations from the workgroup were presented to and accepted by the USBE in January 2012.
- The document is used by staff of USOE Comprehensive Guidance Programs in mandatory Statewide school counselor professional development.
- 2. Participated in NDPC-SD Intensive TA activities with up to ten selected secondary schools, as outlined in the NDPC-SD framework and professional development timeline. The selected schools received professional development on examining data to identify causes and needs, reviewing and selecting research-based practices to address identified causes and needs, and implementing a school plan for improved school completion. Completed and ongoing.

This activity resulted in:

- Five schools (four high schools and one middle school) received professional development on examining data to identify causes and needs and reviewing and selecting research-based practices to identified causes and needs.
- At the end of the professional development series, each school developed a dropout prevention plan based on individual school needs as identified through data analysis.
- The USOE, NDPC-SD, and Regional Educational Laboratory at WestEd (REL West) developed the Utah Alliance, a professional learning committee. The Alliance is composed of schools participating in the NDPC-SD professional development, USOE staff, and the Alliance Advisory Panel.
- 3. Assisted with organizing and participated in "Dropout Prevention: Next Steps for Utah", a one-day event focused on Utah's efforts to increase school completion for all students. Completed.

This activity resulted in:

- A one-day bridge event was held in November 2011 and attended by 86 educators, school administrators, community advocates, students, and other stakeholders.
- The event focused on connecting research to practice, using the Institute of Educational Science (IES) Practice Guide "Dropout Prevention".
- Participants listed Russell Rumberger's presentation, the opportunity to connect research to practice, connecting with others and comparing notes about relevant work, the youth panel, and the table discussions as the most helpful aspects of the event.
- USOE administration directed the USOE Student Services Coordinator to form a committee charged with developing recommendations for dropout prevention, based on recommendations addressed at the bridge event.
- 4. Provided professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents. Completed and ongoing.

This activity resulted in:

- Statewide Transition Conference held April 2012 and attended by over 170 special educators, administrators, representatives of higher education, agency representatives, and parents.
- Professional development and technical assistance provided for 40 LEAs.

- SPP/APR Indicator 13 compliance rate increase from 58% in FFY 2010 to 86.03% compliance in FFY 2011.
- Increase in the graduation rate for students with disabilities from 54.6% in FFY 2010 to 58.6% in FFY 2011.

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance the State reported for FFY 2010 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	N/A

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	N/A
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Activities	Timelines	Resources	Justifications
NEW ACTIVITY #1 Assist with organizing and participate in development of an early warning system, customized to Utah, designed so schools can identify students at risk for dropping out of school.	October 2012 through 2013	USOE Transition Specialist, USOE Staff, REL West staff, NDPC-SD staff, Alliance Advisory Panel, American Institutes for Research (AIR)	Research indicates this activity will provide schools with a tool for early identification of students at-risk for dropping out of school.
NEW ACTIVITY #2 Participate in an analysis of student IEP file review data in the context of student graduation and dropout status as well as post-school outcomes.	July 2012 through June 2013	USOE Transition Specialist, USOE Staff, REL West staff	This analysis will serve to possibly identify gaps in current professional development on transition planning, as well as making more explicit the use of transition planning as a dropout prevention/school completion strategy.

Activities	Timelines	Resources	Justifications
NEW ACTIVITY #3 Participate in an analysis of data to describe the population of students with disabilities in grades 6-12, focusing on exit reasons and final high school outcomes by disability category and school environments.	September 2012 through June 2013	USOE Transition Specialist, other USOE staff, REL West staff	This will provide the ground work for further Utah Alliance work on dropout prevention.
NEW ACTIVITY #4 Represent students with disabilities on the USOE Dropout Prevention Committee charged with providing LEAs with resources, including evidence-based practices, to increase school completion.	September 2012 through June 2013	USOE Transition Specialist, other USOE staff	This will provide the ground work for further USOE work on dropout prevention.
REVISED SPP ACTIVITY #15 Work with the USOE leadership and staff to implement directives from the USBE.	Not completed and being revised FFY 2011	USOE Transition Specialist, other USOE staff	This activity will be embedded in NEW ACTIVITY #4 above.

Part B State Annual Performance Report (APR) for FFY 2011

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 IEPs are the same measurement and timeline as for all youth under ESEA. Event (single year) dropout rate was calculated as follows: Number of youth with IEPs (ages 14-21) who exited special education due to dropping out divided by the total number of all youth with IEPS who left high school (ages 14-21) X 100 = dropout rate.

FFY	Measurable and Rigorous Targets
2011 (Data Year 2010–2011)	The percent of students with disabilities who drop out of high school will be less than 5.43%.

Actual Data for FFY 2011: 4.5%

Display 2-1: Dropout Rate

	FFY 2011 (Data Year 2010-2011)
# of dropouts	810
# of total students	18,148
Dropout Rate	4.5%

The target of 5.43% was met.

For Indicator 2 the state reported data using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012. The event (single year) dropout rate is calculated by dividing the number of youth with IEPs (ages 14-21) who exited special education due to dropping out (810) by the total number of youth with IEPs who left high school (ages 14-21) (18,148). The business rules for determining who is a dropout for all students (including students with disabilities) follow the requirements of the U.S. Department of Education as detailed in its Education Data Exchange Network (EDEN) and National Center for Education Statistics (NCES) Common Core of Data (CCD) specifications. Included in the denominator of the calculation are the following exiting categories: (a) graduated with a regular high school diploma, (b) received a certificate of completion, (c) reached maximum age, (d) dropped out (defined below), or (e) died.

The USOE 2011 Cohort Graduation Rate and Single Year Dropout Rate Report defines a dropout as:
...a student who leaves 9th-12th grade with an exit code of Dropout, Expelled, Suspended,
Unknown, Transferred to Adult Education or Withdrawn. The count does not include students who

have transferred to general education or who moved to a charter school, school district, or another State but are known to be continuing in education.

This is a change from previous definitions which did not include students who withdrew from school as dropouts. As defined in USBE Administrative Rule R-277-419, withdrawn students are those who have withdrawn from school due to a situation so serious that educational services cannot be continued at an LEA tutoring center or the student's home or place of convalescence.

Students who drop out multiple times in a school year are reported only once for a single school year at the State level. However, students who drop out in more than one year are reported as dropouts for every year in which they drop out.

As Utah has the opportunity to reset baseline and reestablish targets through FFY 2012, Utah will reestablish/revise baseline in FFY 2011, but will continue with previously established targets, as detailed in the SPP.

Valid and Reliable Data:

December 1 Child Count and Exit data are submitted electronically to the USOE Data Clearinghouse by LEAs. Data go through an error check system at the USOE Data Clearinghouse with each submission to ensure accuracy and consistency of the data. Data analysis is conducted by various USOE staff members to ensure data are reported accurately. The consistency of data from year to year serves as an additional validation. Ongoing professional development and technical assistance provided to LEAs have resulted in the continued use of correct exit codes.

The USOE developed the UTREx. This system, available to LEAs in October 2011, is designed to ensure more accurate LEA data submission by:

- allowing LEAs to submit data more frequently (at least monthly, as opposed to three times a year previously);
- allowing for more accurate data validation as its interfaces allow both the LEA and State to view and interpret validation errors; and
- validating an LEA's data against historical data and all other LEA submissions Statewide.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2011:

Although the USOE changed the calculation rate for dropouts, effective May 2011, by including students who withdrew from school in the dropout calculation, the FFY 2010 dropout rate for students with disabilities did not change with the new calculation. Students eligible for services under the IDEA must be provided special education services regardless of the nature or severity of disability, and should not be included in the calculation as having withdrawn from school. As indicated in Display 2-2, the FFY 2011 dropout rate is higher than the previous year showing slippage on this indicator. However, since the method to calculate the dropout rate changed for the 2010-2011 school year, the FFY 2011 rate will be considered baseline for future APR reporting.

Display 2-2: Dropout Rate of Students with Disabilities, FFY 2010-2011

	FFY 2010 Previous Calculation (Data Year 2009-2010)	FFY 2010 Revised Calculation (Data Year 2009-2010)	FFY 2011 Revised Calculation (Data Year 2010-2011)
# of dropouts	725	725	810
# of total students	17,464	17,464	18,148
Dropout Rate	4.2%	4.2%	4.5%

An analysis of dropout data indicated that of the 810 students who dropped out of school in 2010-2011, 785 (96.9%) returned to school by October 1, 2011. Forty-one of these students graduated in 2011-2012 with a regular high school diploma or an Adult High School Completion Diploma (based on Carnegie units).

Please note that these improvement activities took place between July 1, 2011 and June 30, 2012; this APR is reporting data from 2010-2011. Reporting current improvement activities will enable Utah to monitor the results of these activities. Improvement activities resulted in approval of the USOE's application to receive NDPC-SD intensive technical assistance. This assistance will increase the knowledge base of USOE staff in evidence-based strategies resulting in improved school completion rates. Targeted professional development activities increased the knowledge base of activity participants related to the impact of school completion on achievement of post-secondary goals.

1. Participated in the "Strengthening the Senior Year" College and Career Ready Workgroup at the direction of the State Superintendent of Public Instruction. Completed.

This activity resulted in:

- Development of a November 2011 report "Strengthening the Senior Year; Career and College Ready" that may be downloaded from http://www.schools.utah.gov/cte/documents/guidance/publications/StrengtheningSeniorYear.pdf.
- Recommendations from the workgroup were presented to and accepted by the USBE in January 2012.
- The document is used by staff of USOE Comprehensive Guidance Programs in mandatory school counselor professional development.
- 2. Participated in NDPC-SD Intensive TA activities with up to 10 selected secondary schools, as outlined in the NDPC-SD framework and professional development timeline. The selected schools received professional development on examining data to identify causes and needs, reviewing and selecting research-based practices to address identified causes and needs, and implementing a school plan for improved school completion. Completed and ongoing.

This activity resulted in:

- Five schools (four high schools and one middle school) received professional development on examining data to identify causes and needs, and reviewing and selecting research-based practices to address identified causes and needs.
- At the end of the professional development series, each school developed a dropout prevention plan based on individual school needs as identified through data analysis.
- The USOE, NDPC-SD, and REL West developed the Utah Alliance, a professional learning committee. The Alliance is composed of schools participating in the NDPC-SD professional development, USOE staff, and the Alliance Advisory Panel.
- 3. Assisted with organizing and participated in "Dropout Prevention: Next Steps for Utah", a one-day event focused on Utah's efforts to increase school completion for all students. Completed.

This activity resulted in:

- A one-day bridge event was held in November 2011 and attended by 86 educators, school administrators, community advocates, students, and other stakeholders.
- The event focused on connecting research to practice, using the IES Practice Guide "Dropout Prevention".
- Participants listed Russell Rumberger's presentation, the opportunity to connect research to
 practice, connecting with others and comparing notes about relevant work, the youth panel, and
 the table discussions as the most helpful aspects of the event.
- USOE administration directed the USOE Student Services Coordinator to form a committee charged with developing recommendations for dropout prevention, based on recommendations addressed at the bridge event.

4. Provided professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents. Completed and ongoing.

This activity resulted in:

- Statewide Transition Conference held April 2012 and attended by more than 170 special educators, administrators, representatives of higher education, agency representatives, and parents.
- Professional development and technical assistance provided for 40 LEAs.
- SPP/APR Indicator 13 compliance rate increase from 58% in FFY 2010 to 86.03% compliance in FFY 2011.
- Increase in the graduation rate for students with disabilities from 54.6% in FFY 2010 to 58.6% in FFY 2011.

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2010 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	N/A

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)		
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A	
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A	

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Activities	Timelines	Resources	Justifications
NEW ACTIVITY #1 Assist with organizing and participate in development of an early warning system, customized to Utah, designed so schools can identify students at risk for dropping out of school.	October 2012 through 2013	USOE Transition Specialist, other USOE staff, REL West staff, NDPC- SD staff, Alliance Advisory Panel, AIR	Research indicates this activity will provide schools with a tool for early identification of students at-risk for dropping out of school.

Activities	Timelines	Resources	Justifications
NEW ACTIVITY #2 Participate in an analysis of student IEP file review data in the context of student graduation and dropout status as well as post-school outcomes.	July 2012 through June 2013	USOE Transition Specialist, other USOE staff, REL West staff	This analysis will serve to possibly identify gaps in current professional development on transition planning, as well as making more explicit the use of transition planning as a dropout prevention/school completion strategy.
NEW ACTIVITY #3 Participate in an analysis of data to describe the population of students with disabilities in grades 6-12, focusing on exit reasons and final high school outcomes by disability category and school environments.	September 2012 through June 2013	USOE Transition Specialist, other USOE staff, REL West staff	This will provide the ground work for further Utah Alliance work on dropout prevention.
NEW ACTIVITY #4 Represent students with disabilities on the USOE Dropout Prevention Committee charged with providing LEAs with resources, including evidence-based practices, to increase school completion.	September 2012 through June 2013	USOE Transition Specialist, other USOE staff	This will provide the ground work for further USOE work on dropout prevention.
REVISED SPP ACTIVITY #15 Work with the USOE leadership and staff to implement directives from the USBE.	Not completed and being revised FFY 2011	USOE Transition Specialist, other USOE staff	This activity will be embedded in NEW ACTIVITY #4 above.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

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

Measurement:

- A. AMO percent = [(# of LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of LEAs that have a disability subgroup that meets the State's minimum "n" size)] times 100. These are the AMO data used for accountability reporting under Title I of the ESEA as a result of ESEA flexibility.
- B. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and Mathematics)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year (FAY) and those not enrolled for a full academic year (non FAY).
- C. Proficiency rate percent = ([(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and Mathematics)]. The proficiency rate includes both children with IEPs enrolled for a full academic year (FAY) and those not enrolled for a full academic year (non FAY).

FFY	Measurable and Rigorous Targets				
	A. The percent of LEAs that made Annual Measurable Objectives (AMO) targets in the students with disabilities subgroup will increase to: 54.23%* for grades 3-8 Mathematics assessments, 36.62%* for grade 10 Mathematics assessments, 58.20%* for grades 3-8 English Language Arts assessments, and to 59.47%* for grade 10 English Language Arts assessments.				
2011 (Data Year 2011-2012)	B. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2011-2012. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2011-2012.				
	C. The percent of grades 3-8 students and for grade 10 students who are proficient in Mathematics assessments will be 54.23%* and 36.62%*, respectively. The percent of grades 3-8 students and for grade 10 students who are proficient in English Language Arts assessments will be 58.20%* and 59.47%*, respectively.				

*In July 2012 Utah's Elementary and Secondary Education Act (ESEA) Flexibility was approved. Utah no longer makes Adequate Yearly Progress (AYP) determinations. AMO targets have been reset and a six year trajectory has been established beginning in FFY 2011 as per Utah's approved ESEA waiver.

Display 3-1: Actual Data for FFY 2011:

Indicator	Topic	Target	Actual Data	Met or Not Met
3A.	AMO: Mathematics Grades 3-8	54.23%	42.71%	Not Met
3A.	AMO: Mathematics Grade 10	36.62%	29.41%	Not Met
3A.	AMO: English Language Arts Grades 3-8	58.20%	52.08%	Not Met
3A.	AMO: English Language Arts Grade 10	59.47%	56.76%	Not Met
3B.	Participation: Mathematics	95.00%	99.12%	Met
3B.	Participation: English Language Arts	95.00%	99.49%	Met
3C.	Proficiency: Mathematics Grades 3-8	54.23%	45.79%	Not Met
3C.	Proficiency: Mathematics Grade 10	36.62%	26.05%	Not Met
3C.	Proficiency: English Language Arts Grades 3-8	58.20%	52.07%	Not Met
3C.	Proficiency: English Language Arts Grade 10	59.47%	54.39%	Not Met

Indicator Summary: Two of the 10 targets for this indicator were met.

Reporting of Targets and Actual Data:

3A. Actual AMO Data for FFY 2011:

Display 3-2: Number and Percent of LEAs That Met the State's AMO Target for the Disability Subgroup (Based on Those LEAs that Met the Minimum "n" Size for the Disability Subgroup):

FFY 2011 (Data Year 2011-2012)	Total Number of LEAs	Number of LEAs Meeting the "n" Size	Number of LEAs that Meet the Minimum "n"* Size and Met AMO for FFY 2011	Percent of LEAs That Met AMO
Mathematics Grades 3-8	120	96	41	42.71%
Mathematics Grade 10	120	34	10	29.41%
English Language Arts Grades 3-8	120	96	50	52.08%
English Language Arts Grade 10	120	37	21	56.76%

*Minimum "n" size for participation is n≥40 and the minimum "n" size for proficiency or performance is n≥10.

The target of 54.23% for grades 3-8 for Mathematics was not met.

The target of 36.62% for grade 10 for Mathematics was not met.

The target of 58.20% for grades 3-8 for English Language Arts was not met.

The target of 59.47% for grade 10 for English Language Arts was not met. 3B. Actual Participation Data for FFY 2011:

Display 3-3: Participation Rate of Students with Disabilities

Statewide Assessment FFY 2011 (Data Year 2011-2012) (FAY* and non-FAY data included)	Mathematics	English Language Arts
a. Children with IEPs	40,362	41,509
b. IEPs in regular assessment with no accommodations	11,581	12,362
c. IEPs in regular assessment with accommodations	25,042	25,495
d. IEPs in alternate assessment against grade-level standards	0	0
e. IEPs in alternate assessment against modified standards	0	0
f. IEPs in alternate assessment against alternate standards	3,385	3,441
Account for any children with IEPs who were not participants in the narrative.	354	211
Overall = $[(b + c + d + e + f)$ divided by (a)]	99.12%	99.49%

The target of 95% for Mathematics was met.

The target of 95% for English Language Arts was met.

3C. Actual Proficiency Rate for FFY 2011:

Display 3-4: Proficiency Rate of Students with Disabilities

Statewide Assessment FFY 2011 (Data Year 2011-2012) (FAY and non-FAY data included)	Mathematics Grades 3-8	Mathematics Grade 10	English Language Arts Grades 3-8	English Language Arts Grade 10
a. Children with IEPs	37,003	3,359	37,762	3,747
b. IEPs in regular assessment with no accommodations	7,459	245	8,130	689
c. IEPs in regular assessment with accommodations	7,066	297	8,896	983
d. IEPs in alternate assessment against grade-level standards	0	0	0	0
e. IEPs in alternate assessment against modified standards	0	0	0	0
f. IEPs in alternate assessment against alternate standards	2,419	333	2,638	366
Overall percent = [(b + c + d + e + f) divided by (a)]	45.79%	26.05%	52.07%	54.39%

The target of 54.23% for grades 3-8 for Mathematics was not met.

The target of 36.62% for grade 10 for Mathematics was not met.

The target of 58.20% for grades 3-8 for English Language Arts was not met.

The target of 59.47% for grade 10 for English Language Arts was not met.

3B. Actual Participation Data for FFY 2011:

Display 3-5: Disaggregated Data for Mathematics Participation

Statewide				Mathema	atics Ass	essment			
Assessment								То	tal
FFY 2011 (Data Year 2011- 2012) (FAY and non-FAY data combined)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%
a. Children with IEPs	7,067	7,076	6,792	6,447	5,061	4,560	3,359	40,362	
b.IEPs in regular assessment with no accommodations	2,760	2,297	1,801	1,462	1,204	1,063	994	11,581	28.69%
c. IEPs in regular assessment with accommodations	3,783	4,242	4,471	4,342	3,364	2,995	1,845	25,042	62.04%
d. IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0%
e.IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0%
f. IEPs in alternate assessment against alternate standards	490	524	498	534	442	459	438	3,385	8.39%
g. Overall (b+c+d+e+f) baseline	7,033	7,063	6,770	6,338	5,010	4,517	3,277	40,008	99.12%
(Children in	cluded in "	'a" but not	included in	n the other	counts at	ove.		
Account for any children with IEPs who were not participants in the narrative	34	13	22	109	51	43	82	354	0.88%
h. Participation rate by grade level	99.52%	99.82%	99.68%	98.31%	98.99%	99.06%	97.56%	99.12%	

Display 3-6: Disaggregated Data for English Language Arts Participation

Statewide			Engli	sh Lang	uage Arts	s Assess	ment		
Assessment FFY 2011								То	tal
(Data Year 2011- 2012) (FAY and non-FAY data combined)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%
a. Children with IEPs	7,123	7,077	6,789	6,377	5,407	4,989	3,747	41,509	
b.IEPs in regular assessment with no accommodations	2,793	2,357	1,912	1,637	1,327	1,181	1,155	12,362	29.78%
c. IEPs in regular assessment with accommodations	3,749	4,180	4,359	4,188	3,603	3,322	2,094	25,495	61.42%
d. IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0%
e. IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0%
f. IEPs in alternate assessment against alternate standards	549	524	501	532	442	460	433	3,441	8.29%
g. Overall (b+c+d+e+f) baseline	7,091	7,061	6,772	6,357	5,372	4,963	3,682	41,298	99.49%
	dren inclu	ided in "a	" but not	included	n the oth	er counts	above.		
Account for any children with IEPs who were not participants in the narrative	32	16	17	20	35	26	65	211	0.51%
h.Participation rate by grade level	99.55%	99.77%	99.75%	99.69%	99.35%	99.48%	98.27%	99.49%	

3.C. Actual Performance Data for FFY 2011:

Display 3-7: Disaggregated Data for Mathematics Performance: Number and Percent of Students with IEPs who Scored Proficient or Higher

Statewide Assessment	N	lathematic	cs Assess	ment Per	formance		Tot	al
FFY 2011 (Data Year 2011- 2012) (FAY and non-FAY data combined)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	#	%
a.Children with IEPs	7,067	7,076	6,792	6,447	5,061	4,560	37,003	
b.IEPs in regular assessment with no accommodations	2,107	1,814	1,359	967	778	434	7,459	20.16%
c. IEPs in regular assessment with accommodations	1,137	1,433	1,458	1,177	1,216	645	7,066	19.10%
d.IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0%
e.IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0%
f. IEPs in alternate assessment against alternate standards	387	445	421	440	354	372	2,419	6.54%
g.Overall (b+c+d+e+f) baseline	3,631	3,692	3,238	2,584	2,348	1,451	16,944	45.80%
h. Proficiency rate by grade level	51.38%	52.18%	47.67%	40.08%	46.39%	31.82%	45.79%	

Display 3-8: Disaggregated Data for Mathematics Performance Grades 3 – 8 by FAY and Non-FAY Combined and FAY Only

Statewide Assessment	IV	lathemati	Total				
FFY 2011 (Data Year 2011- 2012)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	%
Proficiency rate by grade level (FAY and non-FAY combined)	51.38%	52.18%	47.67%	40.08%	46.39%	31.82%	45.79%
Proficiency rate by grade level (FAY)	52.84%	53.43%	48.76%	41.11%	47.27%	32.72%	46.92%

Display 3-9: Disaggregated Target Data for Mathematics Performance Grade 10: Number and Percent of Students with IEPs who Scored Proficient or Higher

Statewide Assessment FFY 2011	Mathematics Assessment Performance	To	otal
(Data Year 2011-2012) (FAY and non-FAY data combined)	Grade 10	#	%
a. Children with IEPs	3,359	3,359	
b. IEPs in regular assessment with no accommodations	245	245	7.29%
c. IEPs in regular assessment with accommodations	297	297	8.84%
d.IEPs in alternate assessment against grade-level standards	0	0	0%
e.IEPs in alternate assessment against modified standards	0	0	0%
f. IEPs in alternate assessment against alternate standards	333	333	9.91%
g. Overall (b+c+d+e+f) baseline	875	875	26.05%
h. Proficiency rate by grade level	26.05%	26.05%	

Display 3-10: Disaggregated Data for Mathematics Performance Grade 10 by FAY and Non-FAY Combined and FAY Only

Statewide Assessment FFY 2011	Mathematics Assessment Performance	Total
(Data Year 2011-2012)	Grade 10	%
Proficiency rate by grade level (FAY and non-FAY combined)	26.05%	26.05%
Proficiency rate by grade level (FAY)	26.98%	26.98%

Display 3-11: Disaggregated Data for English Language Arts Performance: Number and Percent of Students with IEPs who Scored Proficient or Higher

Statewide Assessment	Englis	h Langua	ge Arts A	ssessmer	nt Perform	ance	To	tal
FFY 2011 (Data Year 2011- 2012) (FAY and non-FAY data combined)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	#	%
a.Children with IEPs	7,123	7,077	6,789	6,377	5,407	4,989	37,762	
b.IEPs in regular assessment with no accommodations	2,117	1,756	1,404	1,116	875	862	8,130	21.53%
c. IEPs in regular assessment with accommodations	1,334	1,471	1,563	1,459	1,320	1,749	8,896	23.56%
d.IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0%
e.IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0%
f. IEPs in alternate assessment against alternate standards	477	472	443	486	370	390	2,638	6.99%
g. Overall (b+c+d+e+f) baseline	3,928	3,699	3,410	3,061	2,565	3,001	19,664	52.08%
h.Proficiency rate by grade level	55.15%	52.27%	50.23%	48.00%	47.44%	60.15%	52.07%	

Display 3-12: Disaggregated Data for English Language Arts Performance Grades 3 - 8 by FAY and Non-FAY Combined and FAY Only

Statewide Assessment	Englis	Total					
FFY 2011 (Data Year 2011- 2012)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	%
Proficiency rate by grade level (FAY and non-FAY combined)	55.15%	52.27%	50.23%	48.00%	47.44%	60.15%	52.07%
Proficiency rate by grade level (FAY)	56.68%	49.79%	51.09%	48.86%	48.08%	61.27%	52.39%

Display 3-13: Disaggregated Data for English Language Arts Performance: Number and Percent of Students with IEPs who Scored Proficient or Higher

Statewide Assessment FFY 2011 (Data Year 2011-2012) (FAY and non-FAY data	English Language Arts Assessment Performance	Total		
combined)	Grade 10	#	%	
a. Children with IEPs	3,747	3,747		
b. IEPs in regular assessment with no accommodations	689	689	18.39%	
c. IEPs in regular assessment with accommodations	983	983	26.23%	
d.IEPs in alternate assessment against grade-level standards	0	0	0%	
e.IEPs in alternate assessment against modified standards	0	0	0%	
f. IEPs in alternate assessment against alternate standards	366	366	9.77%	
g.Overall (b+c+d+e+f) baseline	2,038	2,038	54.39%	
h. Proficiency rate by grade level	54.39%			

Display 3-14: Disaggregated Data for English Language Arts Performance Grade 10 by FAY and Non-FAY Combined and FAY Only

Statewide Assessment FFY 2011 (Data Year 2011-	English Language Arts Assessment Performance	Total
2012)	Grade 10	%
Proficiency rate by grade level (FAY and non-FAY combined)	54.39%	54.39%
Proficiency rate by grade level (FAY)	55.38%	55.38%

Valid and Reliable Data:

The accuracy of the data is ensured by sending the data through quality assurance and quality control established by both the assessment results team and the Information Technology (IT) section at the USOE.

Public Reporting Information:

The Utah State Office of Education's website, http://www.schools.utah.gov/main/, has links to numerous public documents including:

- The Utah Assessment Participation and Accommodations Policy can be found at: http://www.schools.utah.gov/assessment/Special-Needs.aspx.
- Indicator 3 can be found at: http://www.schools.utah.gov/sars/DOCS/assessment/1112ind3.aspx.
- Utah's CRT and UAA Results for Schools and the State at Public School Data (PSD) Gateway can be found at: http://www.schools.utah.gov/main/. Note: Schools without students taking the UAA have no UAA data publicly reported.
- The USOE Assessment webpage can be found at: http://www.schools.utah.gov/assessment/.
- The USOE Special Education webpage can be found at: http://www.schools.utah.gov/sars/.
- Utah's State AMO Goal and Annual Targets for English Language Arts and Mathematics can be found at http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance/AMOReport.aspx.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2011 (Data Year 2011-2012):

Display 3-15: Trend Data for FFY 2008, FFY 2009, FFY 2010, and FFY 2011

Indicator	Topic	FFY 2008	FFY 2009	FFY 2010	FFY 2011
3A.2	Target			50.07%	54.23%
AMO: Mathematics Grades 3-8 (previous data are not available	Actual Data				42.71%
since FFY 2011 is baseline for AMO)	Met or Not Met				Not Met
3A.2 AMO: Mathematics Grade 10 (previous data are not available since FFY 2011 is baseline for AMO)	Target			30.86%	36.62%
	Actual Data				29.41%
	Met or Not Met				Not Met
3A.2	Target			54.40%	58.20%
AMO: English Language Arts Grades 3-8 (previous data are not available since FFY 2011 is	Actual Data				52.08%
baseline for AMO)	Met or Not Met				Not Met
3A.2	Target			55.79%	59.47%
AMO: English Language Arts Grade 10 (previous data are not available since FFY 2011 is baseline for	Actual Data				56.76%
AMO)	Met or Not Met				Not Met
	Target	95%	95%	95%	95%
3B. Participation: Mathematics	Actual Data	99.51%	99.69%	99.42%	99.12%
	Met or Not Met	Met	Met	Met	Met

Indicator	Topic	FFY 2008	FFY 2009	FFY 2010	FFY 2011
an.	Target	95%	95%	95%	95%
3B. Participation: English Language	Actual Data	99.58%	99.66%	99.56%	99.49%
Arts	Met or Not Met	Met	Met	Met	Met
3C. Proficiency: Mathematics Grades 3-8 (previous data are not available since FFY 2011 is baseline for AMO)	Target			50.07%	54.23%
	Actual Data				45.79%
	Met or Not Met				Not Met
3C. Proficiency:	Target			30.86%	36.62%
Mathematics Grade 10 (2010) (previous data are not available	Actual Data				26.05%
since FFY 2011 is baseline for AMO)	Met or Not Met				Not Met
3C. Proficiency: English Language Arts	Target			54.40%	58.20%
Grades 3-8 (previous data are not available	Actual Data				52.07%
since FFY 2011 is baseline for AMO)	Met or Not Met				Not Met
3C. Proficiency: English Language Arts	Target			55.79%	59.47%
Grade 10 (previous data are not available	Actual Data				54.39%
since FFY 2011 is baseline for AMO)	Met or Not Met				Not Met

Since Utah's 3A and 3C goals and targets will now be based on AMO, the past AYP-based target is no longer relevant. Utah's State AMO Goal and Annual Targets for English Language Arts and Mathematics can be found at http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance/AMOReport.aspx. Utah will now be using the new ESEA Special Education AMO Goal and Targets. The targets for 3B remain the same.

Indicator 3A

In July 2012, Utah's ESEA Flexibility application was approved by the U.S. Department of Education. As a result, Utah no longer makes AYP determinations. Instead, AMO targets have been reset and a six year trajectory has been established beginning in FFY 2011 as per Utah's approved ESEA waiver.

AMOs will be based on the percent of students achieving proficiency on the State's CRTs separately in Mathematics and English Language Arts.

- Mathematics: results are based on CRTs in grades 3-6 and in the course-appropriate CRT thereafter, which includes Mathematics 7, Mathematics 8, Algebra, or Geometry for grades 7 and 8. High school proficiency rates will be determined by calculating the percent of 10th grade students who scored proficient on the Algebra I CRT in 10th grade year or a prior year.
- English Language Arts: CRT results in grades 3-8 and 10 are used to determine the percent of students who are proficient.
- Results from the UAA are included for students with significant cognitive disabilities approved to participate in this assessment.

AMO targets are set based on percent proficient in each of Mathematics and English Language Arts for each subgroup and each school in annual equal increments toward a goal of reducing by half the percentage of students in the all-students group and in each subgroup who are not proficient within six years. The trajectory starts with the proficiency rates for 2010-2011 academic year.

The targets were not met due to the accelerated increments for students with disabilities.

- The percentage of LEAs reaching the AMO target for grades 3–8 Mathematics assessments was 42.71% with a target of 54.23%, which was not met.
- The percentage of LEAs reaching the AMO target for grade 10 Algebra 1 assessment was 29.41% with a target of 36.62%, which was not met.
- The percentage LEAs reaching the AMO target for grades 3–8 English Language Arts assessments was 52.08% with a target of 58.20%, which was not met.
- The percentage LEAs reaching the AMO target for grade 10 English Language Arts assessment was 56.76% for with a target of 59.47%, which was not met.

Indicator 3B

Data for 3B include both Full Academic Year (FAY) and non-FAY data. The calculations in 3B include all students with IEPs, in all grades assessed, including students not participating in assessments and those not enrolled for a full academic year. The participation rate of students with disabilities has increased from 86% (Mathematics) and 92% (English Language Arts) in 2004-2005 to over 99% since 2008-2009. The increased participation rate is partially due to professional development provided on the Utah Assessment Participation and Accommodations Policy and the number of educators who have been trained since 2006 who implement the policy. The policy and professional development include a description of the assessments in Utah, acceptable and appropriate accommodations, a description of who takes which assessments and why students with disabilities must participate in State assessments. Since this professional development is designed for teachers of students with disabilities, it facilitates a better understanding of assessment requirements and practices. The USOE will continue to provide professional development opportunities for LEA Special Education Directors, LEA Assessment Directors, and LEA general and special educators on the Utah Assessment Participation and Accommodations Policy.

- The percentage of students with disabilities participating Mathematics assessments in FFY 2011 was 99.12% with a target of 95%, which was met.
- The percentage of students with disabilities participating English Language Arts assessments in FFY 2011 was 99.49% with a target of 95%, which was met.

Indicator 3C

In FFY 2008, the Utah Mathematics (elementary and secondary) core curriculum was significantly revised, resulting in new Mathematics assessments which were more rigorous than in years past. The performance (proficiency level) cut scores on the Mathematics assessments changed, which make direct comparisons between FFY 2007 and subsequent years problematic.

Mathematics performance in FFY 2010 for students in grade 10 Algebra 1 may have decreased due to lack of prior experience in Algebra 1 content. Prior to spring 2011, LEAs were notified of the intensified focus on improving Mathematics instruction for students in general and special education. During 2010-2011, professional development in Mathematics progress monitoring was provided along with a pilot Mathematics content teacher education program, Project KNOTtT, which helped 32 out of 50 educators pass the Mathematics PRAXIS. The USOE has held numerous professional development opportunities in the areas of literacy and numeracy in collaboration with the Title I and Teaching and Learning Sections. General education and special education teachers attended.

Data for 3C previously had been based on FAY data. Beginning in FFY 2011 data from 3C are based on FAY and non-FAY combined. The calculations in 3C include all students with IEPs, in all grades

assessed, including students not participating in assessments and those not enrolled for a full academic year. No trend or comparison data will be calculated for 3C due to the change to FAY and non-FAY.

- The percentage of students with disabilities scoring proficient or above on the grade 3–8 Mathematics assessments in FFY 2011 was 45.79% with a target of 54.23%, which was not met.
- The percentage of students with disabilities scoring proficient or above on the grade 10 Algebra 1 Mathematics assessment in FFY 2011 was 26.05% with a target of 36.62%, which was not met.
- The percentage of students with disabilities scoring proficient or above on the grades 3–8 English Language Arts assessments in FFY 2011 was 52.07% with a target of 58.20%, which was not met
- The percentage of students with disabilities scoring proficient or above on the grade 10 English Language Arts assessment in FFY 2011 was 54.39% with a target of 59.47%, which was not met.

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. Appropriate accommodations of students with disabilities as indicated by UPIPS monitoring data are ensured. Policies, procedures, and practices have been appropriately aligned to ESEA requirements. This alignment is expected to continue to facilitate the increase in participation and proficiency of students with disabilities on Statewide assessments.

- 1. Collaboratively provided Statewide professional development on English Language Arts (literacy and reading) instruction and interventions for general and special educators. Completed and revised.
 - Professional development was provided to 331 educators on the English Language Arts Utah Core Curriculum and 114 educators on co-teaching.
- 2. Collaboratively provided Statewide professional development on Mathematics (numeracy) instruction and interventions for general and special educators. Completed and revised.
 - Professional development was provided to 44 special educators on Mathematics, 185 educators during the summer Mathematics series, and 114 educators on co-teaching.
- 3. Increased secondary Mathematics teachers' content knowledge via Project KNOTtT. Completed and revised.
 - Out of 50 secondary special educators who participated in the Project KNOTtT pilot, 32 passed the Mathematics PRAXIS.
- 4.Improved teachers' ability to adjust instruction for individual students with mathematics progress monitoring. Completed and ongoing.
 - Professional development was provided to 215 educators on progress monitoring.
- 5. Increase access to the Common Core in ELA and Mathematics and link specialized instruction to the Utah Core Standards through Standards-Based IEPs. Completed and revised
 - Professional development was provided to 301 educators on Standards-Based IEPs.
- 6. Improved Mathematics content instruction and knowledge for pre-service teachers by Institutions of Higher Education (IHEs). Completed and ongoing.
 - Brigham Young University and USU added additional Mathematics content courses for preservice teachers.
 - All IHEs are working to address changes in the Utah special education Mathematics endorsement for 2014-2015.
- 7. Provided professional development Statewide on the Extended Core Standards. Completed and ongoing.
 - Professional development was provided to 162 special educators, who instruct students with significant cognitive disabilities, to achieve awareness and knowledge of the Extended Core Standards.

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

1	Number of findings of noncompliance the State made during FFY 2010 (the period from July	
	1, 2010 through June 30, 2011)	116
2	2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one	
	year from the date of notification to the LEA of the finding)	116
3	3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year	0
	from the date of notification to the LEA of the finding)	U

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4.	Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	0
5.	Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6.	Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

Revisions, $\underline{\text{with Justification}}$, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Activities	Timelines	Resources	Justifications
1. REVISED ACTIVITIES #1 and #2 Collaborate to provide Statewide conferences for all educators regarding classroom management, instruction, school- wide, and targeted interventions to support students in LRE.	2011 through 2013	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding	General education and special education are working together to improve student outcomes including proficiency and LRE. Indicator 3 Activities 1 and 2 and Indicator 5 Activity 2 will be identical beginning FFY 2012.
2. Increase secondary Mathematics teachers' content knowledge via Project KNOTtT.	Completed and revised. 2011 (see REVISED ACTIVITY #1)	UPDC staff, USOE staff, IDEA State-level Activities Set Aside Funding	Project KNOTtT will increase secondary teachers' Mathematics content knowledge.
3. Improve teachers' ability to adjust instruction for individual students with Mathematics Progress Monitoring.	Completed and revised. 2011 (see REVISED ACTIVITY #1)	UPDC staff, USOE staff, IDEA State-level Activities Set Aside Funding	Mathematics progress monitoring will improve teachers' ability to adjust instruction for individual students.
4. Increase access to the Common Core in ELA and Mathematics and link specialized instruction to the Utah Core Standards through Standards-Based IEPs.	Completed and revised. 2011 (see REVISED ACTIVITY #1)	UPDC staff, USOE staff, IDEA State-level Activities Set Aside Funding	Increase access to the Utah Core Standards in English Language Arts and Mathematics and link specialized instruction to the Utah Core Standards.

Activities	Timelines	Resources	Justifications
5. REVISED ACTIVITY #7 Provide professional development Statewide on the Essential Elements for English Language Arts and Mathematics and the Extended Core Standards for Science.	2012 through 2013	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding	Utah has adopted the Essential Elements from the Dynamic Learning Maps Alternate Assessment grant for English Language Arts and Mathematics. Utah will continue to use the Extended Core Standards for Science. Professional development will be provided to educators to increase content knowledge in these subjects.

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion:

A. Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

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

Measurement:

A. Percent = [(# of LEAs that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of LEAs in the State)] times 100.

Utah's definition of significant discrepancy: The USOE uses the "State bar" method for defining significant discrepancy. The FFY 2011 State rate (based on the 2010-2011 data) for suspending/expelling students with disabilities among LEAs in the State for more than ten days is 0.42%. The USOE is setting the "State bar" as five percentage points higher than the State rate. Thus, any school district/charter school that suspends or expels 5.42% or more of its students with disabilities for more than ten days is flagged for significant discrepancy. There must be an "n" size of at least 30 students with disabilities in the LEA in the denominator of a suspension rate for it to be flagged.

FFY	Measurable and Rigorous Target
2011 (Data Year 2010- 2011)	Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities.

Actual Data for FFY 2011 (Data Year 2010-2011): 0.0%

Display 4A-1: LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

FFY	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
2011 (Data Year 2010-2011)	119	0	0.0%

Note: Of the 119 LEAs in Utah in 2010-2011, none were flagged as having a significant discrepancy in FFY 2011 for Indicator 4A. Of the 119 LEAs, 96 LEAs suspended/expelled 0.0% of their students with disabilities for more than ten days. Of the 22 LEAs that did suspend/expel at least one student with disabilities for more than 10 days, one LEA did not meet the minimum "n" requirement of at least 30 special education students. However this LEA's suspension/expulsion rate was also below the State bar of 5.42%. Please note that only 149 students with disabilities were suspended/expelled for more than 10 days in 2010-2011; this represents only 0.22% of all students with disabilities.

The target of 0.0% for 4A was met.

The USOE collects data for Indicator 4A through an end-of-year data submission from all LEAs. Data on suspensions and expulsions of students with disabilities are derived from Section 618 Table 5 data. Data submissions from 2010-2011 were used for the FFY 2011 APR. The USOE uses the "State bar" method for defining significant discrepancy. The State rate used for FFY 2011 was established in FFY 2010 and remains 0.42%. Thus, the FFY 2011 State rate (based on 2010-2011 data) for suspending/expelling students with disabilities among LEAs in the State for more than ten days is 0.42%. The USOE set the "State bar" as five percentage points higher than the State rate. (Utah chose to use the five percentage points higher than the State rate as the "State bar" after discussion with other States with similar demographics and in close proximity.) Thus, any school district/charter school that suspends or expels 5.42% or more of its students with disabilities for more than ten days is flagged for significant discrepancy. There must be an "n" size of at least 30 students with disabilities in the LEA for the suspension rate to be flagged as significantly discrepant.

During FFY 2011, no LEAs were identified with significant discrepancies in the rate of suspension and expulsion of greater than ten days in a school year of students with IEPs.

Review of Policies, Procedures, and Practices (Completed in FFY 2011 Using 2010-2011 Data):

The State is not required to conduct a review of LEA policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, as per 34 CFR §300.170(b), because zero LEAs were identified with significant discrepancies in the rate of suspensions and expulsions of greater than ten days in a school year for students with IEPs. There was no identification of noncompliance in this area because no LEAs were flagged for having a significant discrepancy; thus, there was no required review.

Valid and Reliable Data:

Data on suspensions and expulsions of children with disabilities are derived from Section 618 data submitted annually by LEAs to the USOE Special Education Section. Data submissions from 2010-2011 were used for the FFY 2011 APR. LEAs are required to carefully review data before submission. Upon submission, the data from each LEA are also reviewed by the USOE Data Specialist.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress that Occurred in FFY 2011:

Of the 119 LEAs in Utah in 2010-2011, none were flagged as having a significant discrepancy in FFY 2011 for Indicator 4A. Of the 119 LEAs, 96 LEAs suspended/expelled 0.0% of their students with disabilities for more than ten days. Of the 22 LEAs that did suspend/expel at least one student with disabilities for more than 10 days, one LEA did not meet the minimum "n" requirement of at least 30 students with disabilities. However this LEA's suspension/expulsion rate was also below the State bar of 5.42%. Please note that only 149 students with disabilities were suspended/expelled for more than 10 days in 2010-2011; this represents only 0.22% of all students with disabilities.

It is important to note that these improvement activities took place between July 1, 2011 and June 30, 2012; this APR is reporting data from 2010-2011. Reporting current improvement activities will enable Utah to monitor the results of these activities. Each improvement activity was reviewed to determine its impact on Indicator 4A. These activities have supported the maintenance of a 0.0% rate of LEAs having a significant discrepancy in the rates of suspension/expulsion greater than ten days in a school year.

- 1. Reviewed and revised the Statewide Assistance Team (SWAT) process for students with the most severe behavior difficulties to ensure enhanced 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. The professional

- development included a process for functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based behavior intervention strategies.
- Participants were introduced to 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, evaluating, and reassessing the plan as
 necessary.

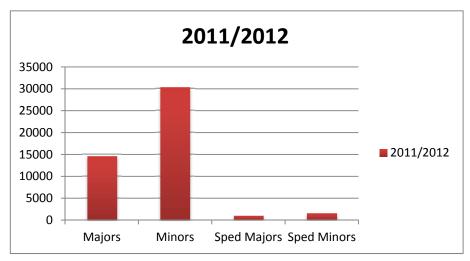
Results of this activity included students remaining in the LRE. Technical assistance on behavioral interventions, comprehensive professional development for LEAs making a SWAT request, processes for functional behavioral assessments, and a support plan comprised individualized intervention strategies. This support provided to LEAs enables teams to respond to students' behavior through a variety of strategies other than suspension or expulsion so that students with disabilities are removed less often from their educational programs.

- 2. Collaborated with the USOE Comprehensive Counseling and Guidance Program to promote and review programs for at-risk students. Completed and ongoing.
 - The USOE Comprehensive Counseling and Guidance Program conducted four Statewide advisory council meetings to develop the Statewide philosophy delivery components. These components involved the following four areas:
 - School Guidance Curriculum provides instructional support for the development of skills that are based on specific recognized content. Students are taught skills related to the development of healthy personal characteristics, values, and attitudes deemed important for healthy productive living.
 - Individual Student Planning is a process that includes activities to assist students and their parents or guardians in planning, monitoring, and managing the student's learning as well as his or her personal, educational, and career goals. Every LEA has adopted policies to support the SEP/SEOP process as an essential element of the student's education.
 - Responsive Services meet the immediate concerns and needs of students, usually with a
 prevention focus (e.g., programs for dropout prevention, student assistance teams, peer
 leadership, and drug and alcohol prevention).
 - System Support focuses on program development, implementation and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

Results of this activity included improved interagency collaboration which has strengthened educational programs and improved outcomes for students at risk for school failure, including students with high rates of suspensions and expulsions. In addition, the foundation of a Statewide infrastructure to better address school-based mental health services will continue to be a combined focus.

- 3. Continued to implement the Academic and Behavior Coaching/Utah Behavior Initiative (ABC/UBI) collaboration with participating LEAs and schools to increase the promotion and application of Positive Behavioral Supports, Instructional School-Based Teams and Multi-Tiered Systems of Support (MTSS) models. Encouraged new LEAs and/or schools to participate in this voluntary initiative. The ABC/UBI professional development initiative is designed to improve behavioral and academic outcomes for students with disabilities. Completed.
 - 2011-2012
 - o 73 Participating School Sites
 - 62 schools implementing with fidelity
 - Supported the implementation of an MTSS in participating schools and/or LEAs. MTSS professional development activities included:
 - Implementing evidence-based instruction and intervention to support the Utah Core Standards.

- Implementing proactive screening and progress monitoring assessments.
- Implementing a problem-solving process to support the academic and behavior needs of all students.
- Participating school teams held monthly meetings to review data and follow the ABC/UBI problem solving process.
- The ABC/UBI Policy & Research Council gave technical assistance to allow large-scale implementation of both Statewide and district-wide PBIS. Three Advisory Council meetings were held between September 2011 and May 2012 during which four major universities, the USOE, the UPDC and LEA leadership 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, and (4) plan for sustainability for schools and continue implementation of school-wide PBIS.
- Twenty one ABC/UBI District Coaches provided additional LEA technical support for schools implementing PBIS and maintained fidelity of implementation commensurate with State guidelines. ABC/UBI coaches participated in a coaching network, which included monthly meetings, electronic correspondence, list serve participation and conference attendance. Nine coaching network meetings were held between July 2011 and June 2012.
- Fifteen ABC/UBI LEA leadership teams coordinated implementation and sustainability efforts within their LEAs.
 - The objective of the teams was to provide support in four primary areas: increasing capacity, increasing the number of coaches, evaluation, and coordination.
 - The leadership teams met quarterly to establish a system of effective and efficient utilization of materials, personnel, and resources in the implementation of a three- to fiveyear action plan.
- Participating schools were required to maintain outcomes data.
 - Conduct the School-wide Evaluation Tool (SET) once each year. The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET consists of seven indicators: A- Expectations Defined, B- Expectations Taught, C- Reward System in Place, D- Behavioral Violations System in Place, E- Monitoring and Decision Making, F- Management, G- State and School District Support and the Total Average Score.
 - Complete a Team Self-Assessment in the fall and spring. Schools report on seven areas: Systems Support, Tier 1 Academics, Tier 1 Behavior, Tier 2 Academics, Tier 2 Behavior, Tier 3 Academics and Tier 3 Behavior. The responses are reported as "in place," "partially in place" or "not in place."
 - Keep documentation throughout the year on the number of office discipline referrals (ODRs) for all students, including students with disabilities. Data indicated a decrease in the number of ODRs that could result in suspension or expulsion from school, as shown in display 4A-2.



Display 4A-2: Office Discipline Referrals

(Majors=Office Discipline Referral, Minors=Behaviors in Classroom, Sped=Special Education Majors and Minors)

Results of these activities included the provision of a consistent instruction/intervention framework for all educators in the areas of behavioral supports and classroom instruction. Increased LEA participation and an increase in the number of school personnel trained and implementing PBIS resulted in fewer office disciplinary referrals, better school climates, and greater knowledge of the MTSS process. For a more detailed report on the results of the ABC/UBI program, visit: http://www.updc.org.

- 4. Established university partnerships for the purpose of program evaluation and curriculum development. Completed and ongoing.
 - In May 2012 the Utah State Office of Education-Special Education Section (USOE SES) hosted the semi-annual meeting of the Mental Health Education Integration Consortium (MHEDIC).
 - The mission of MHEDIC is to promote interdisciplinary collaboration and professional workforce preparation for the many disciplines involved in supporting student learning and mental health, including educators, mental health and health staff, families and youth, and advocates. MHEDIC membership includes an interdisciplinary group of leaders from various disciplines (e.g., social work; education and education leadership; clinical, counseling, school and educational psychology; psychiatry; nursing; public health) and institutions (e.g., university, State and local governments, school systems, mental health systems).

Results of this activity included increased technical assistance, research, and advanced policy related to mental health and education systems working closely together to improve programs and services and achieved valued outcomes for students within Utah struggling with behavioral and mental health needs in schools.

- 5. Organized the State-level Community of Practice (CoP) Group focusing on school-based mental health services. Completed and ongoing.
 - The CoP on School-Based Behavioral Health addressed issues involving youth at risk for school failure. Work groups were formed to address the multiple factors that promote increased achievement. As a result, new alliances were created and indicators of success were identified that engage and build a broad-based understanding and commitment to action, reflection, and change.
 - During the 2011-2012 school year, Utah continued the Communities of Practice on School Behavioral Health (CoP) approach for engaging stakeholder groups in collaboratively solving complex and persistent problems. The focus of the CoP is to create a shared agenda with multiple stakeholders including education, mental health, and families.

- Participants in the CoP included representative from four State agencies, 10 LEAs, three professional organizations, four family and advocacy groups, and two national technical assistance centers.
- Based on the collaborations achieved by the CoP, \$1.2 million was written into the Utah Governor's budget in support of school-based mental health services. These funds were awarded to 11 of the 13 local mental health centers to provide school-based mental health services.
- Systems-level outcomes demonstrated by the CoP resulted in enhanced improvement planning across agencies, new and expanded family and community partnerships, enhanced program and service delivery, and expanded funding streams.

In combination with activity number two, the results of this activity improved interagency collaboration which has strengthened educational programs and improved outcomes for students at risk for school failure, including students with high rates of suspensions and expulsions. In addition, the foundation of State-level infrastructure to better address school based mental health services was developed.

Correction of FFY 2010 Findings of Noncompliance:

The State did not identify noncompliance for this indicator as a result of a review of policies, procedures, and practices that is required by 34 CFR §300.170(b).

1.	Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2.	Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3.	Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	N/A

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4.	Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	N/A
5.	Number of FFY 2010 findings the State has verified as corrected beyond the one- year timeline ("subsequent correction")	N/A
6.	Number of FFY 2010 findings not yet verified as corrected [(4) minus (5)]	N/A

Actions Taken if Noncompliance Not Corrected:

USOE did not have any findings of noncompliance for the FFY 2010; therefore, no action was needed to correct noncompliance.

Verification of Correction (either timely or subsequent):

USOE did not have any findings of noncompliance from FFY 2010; therefore, no verification of correction was necessary.

Correction of Any Remaining Findings of Noncompliance from FFY 2009 or Earlier:

USOE did not have any findings of noncompliance from FFY 2009 or earlier; therefore, no action was needed to correct noncompliance.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Not applicable.

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

Activity	Timeline	Resources
1. NEW ACTIVITY	2012 through 2013	USOE Specialists, USOE
The USOE will conduct a data		Coordinator, and IDEA State-
review after the December 1 data		level Activities Set Aside Funding
submission to share with LEAs		
any possible data concerns that		
have been flagged related to		
rates of suspensions and		
expulsions for children with IEPs.		

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

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

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

Measurement:

Percent = [(# of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State)] times 100.

Utah's Definition of Significant Discrepancy: The USOE uses the "State bar" method for defining significant discrepancy. The FFY 2011 State rate (based on the 2010-2011 data) for suspending/expelling students with disabilities among LEAs within the State for more than 10 days is 0.42%. The USOE set the State bar as five percentage points higher than the State rate. Thus, any LEA that suspends or expels 5.42% or more of its students with disabilities of a given race/ethnicity for more than 10 days is flagged for significant discrepancy. There must be an "n" size of at least 30 students with disabilities of each race/ethnicity category in the LEA in the denominator of a suspension rate for it to be flagged.

FFY	Measurable and Rigorous Target
2011 (Data Year 2010-2011)	Maintain 0.0% of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities by race and ethnicity.

Actual Data for FFY 2011 (Data Year 2010-2011): 0.0%

Display 4B-1: LEAs with Significant Discrepancy in Rates for Suspension and Expulsion by Race/Ethnicity

Total # of LEAs	119
# of LEAs flagged for significant discrepancy	0
% of LEAs flagged for significant discrepancy	0
# of LEAs found to have significant discrepancy due to inappropriate policies, practices, and procedures	0
Percent of LEAs that had significant discrepancy due to inappropriate policies, practices and procedures	

Note: Of the 119 LEAs in Utah in 2010-2011, none were flagged as having a significant discrepancy in FFY 2011 for Indicator 4B. Of the 119 LEAs, 96 LEAs suspended/expelled 0.0% of their students with disabilities of any given race/ethnicity for more than ten days. Of the 22 LEAs that did suspend/expel at least one student with disabilities for more than 10 days, 21 of them had at least 30 students with disabilities in at least one racial/ethnic category so that a suspension/expulsion rate could be calculated. Two of the 22 LEAs had a suspension/expulsion rate above the State bar of 5.42%, but they did not meet the minimum "n" requirement of 30 enrolled students with disabilities. One of these LEAs suspended one of four Hispanic students; and one LEA suspended one of eight Asian American students. Please note that only 149 students with disabilities were suspended/expelled for more than 10 days in 2010-2011; this represents only 0.22% of all students with disabilities

The target of 0.0% for 4B was met.

The USOE uses the "State bar" method for defining significant discrepancy. The FFY 2011 State rate (based on 2010-2011 data) for suspending/expelling students with disabilities among LEAs within the State for more than ten days is 0.42%. The USOE set the State bar as five percentage points higher than the State rate. (Utah chose to use the five percentage points higher than that State rate as the "State bar" after discussion with other States with similar demographics and in close proximity.) Thus, any LEA that suspends or expels 5.42% or more of its students with disabilities of a given race/ethnicity for more than ten days is flagged for significant discrepancy. There must be an "n" size of at least 30 students with disabilities in each race/ethnicity category in the denominator of a suspension rate for it to be flagged.

Valid and Reliable Data:

Data on suspensions and expulsions of children with disabilities is derived from Section 618 data submitted annually by LEAs to the USOE Special Education Section through Table 5. Data submissions from 2010-2011 were used for the FFY 2011 APR. LEAs are required to carefully review their own data before submission. Upon submission, the data from each LEA are also reviewed by the USOE Data Specialist.

Review of Policies, Procedures, and Practices (Completed in FFY 2011, Using 2010-2011 Data):

No LEAs were flagged for a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for students with IEPs of specific race/ethnicity; therefore, there was no need for the USOE to conduct a review of any LEA's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, including IDEA disciplinary requirements.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress that Occurred in FFY 2011:

Of the 119 LEAs in Utah in 2010-2011, none were flagged as having a significant discrepancy in FFY 2011 for Indicator 4B. Of the 119 LEAs, 96 LEAs suspended/expelled 0.0% of their students with disabilities of any given race/ethnicity for more than ten days. Of the 22 LEAs that did suspend/expel at least one student with disabilities for more than 10 days, 21 of them had at least 30 students with disabilities in at least one racial/ethnic category so that a suspension/expulsion rate could be calculated. Two of the 22 LEAs had a suspension/expulsion rate above the State bar of 5.42%, but they did not meet the minimum "n" requirement of 30 enrolled students with disabilities. One of these LEAs suspended one of four Hispanic students; and one LEA suspended one of eight Asian American students. Please note

that only 149 students with disabilities were suspended/expelled for more than 10 days in 2010-2011; this represents only 0.22% of all students with disabilities.

- If any LEAs had been flagged, USOE would have conducted focused monitoring activities with LEAs identified with significant discrepancy and required a review of policies, procedures, and practices. The review includes the policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA. Completed and Ongoing.
 - No LEAs were flagged for having a numerical significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for students with IEPs of a particular race/ethnicity; therefore, no review was conducted.

Results of this activity were that suspension and expulsion data were reviewed and no LEAs were flagged for a significant discrepancy; thus, the USOE concluded that LEA policy and procedure documents and practices regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, including IDEA disciplinary requirements, were applied appropriately.

- Developed/provided targeted technical assistance and professional development that specifically focused on system needs to decrease the number of students with disabilities who were suspended or expelled. Completed and ongoing.
 - No LEAs were flagged as having a numerical significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for students with IEPs of a particular race/ethnicity; therefore, the USOE didn't provide targeted technical assistance and professional development.

Correction of FFY 2010 Findings of Noncompliance:

The State did not identify noncompliance for this indicator as a result of a review of policies, procedures, and practices that is required by 34 CFR §300.170(b).

1.	Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2.	Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3.	Number of FFY 2010 findings not verified as corrected within one year [(1) minus (2)]	N/A

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4.	Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	N/A
5.	Number of FFY 2011 findings the State has verified as corrected beyond the one- year timeline ("subsequent correction")	N/A
6.	Number of FFY 2011 findings not yet verified as corrected [(4) minus (5)]	N/A

Actions Taken if Noncompliance Not Corrected:

USOE did not have any findings of noncompliance for FFY 2010; therefore, no action was needed to correct noncompliance.

Verification of Correction (either timely or subsequent):

USOE did not have any findings of noncompliance from FFY 2010; therefore, no verification of correction was necessary.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Not applicable.

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

Activity	Timeline	Resources
1. NEW ACTIVITY The USOE will conduct a data review after the December 1 data submission to share with LEAs any possible data concerns that have been flagged related to rates of suspensions and	2012 through 2013	USOE Specialists, USOE Coordinator, and IDEA State- level Activities Set Aside Funding
expulsions for children with IEPs by race or ethnicity.		

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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

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

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

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 /hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Targets
	A. The percentage of students with disabilities aged six through 21 inside the regular class 80% or more of the day will increase by 1% over previous school year (FFY 2010 actual = 54.98%; FFY 2011 target = 54.98% + (54.98%*1%) = 55.53%).
2011 (Data Year 2011-2012)	B. The percentage of students with disabilities aged six through 21 inside the regular class less than 40% of the day will decrease by 1% over previous school year (FFY 2010 actual = 14.20%; FFY 2011 target = 14.20% - (14.20%*1%) =14.06%).
	C. The percentage of students with disabilities aged six through 21 in separate schools, residential placements or homebound/hospital placements will decrease by 0.1% over previous school year (FFY 2010 actual = 3.08%; FFY 2011 target = 3.08% - (3.08%*0.1%) = 3.08%).

Actual Data for FFY 2011

- A. 55.29%
- B. 13.96%
- C. 3.15%

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

	5A	5B	5C
Target	55.53%	14.06%	3.08%
Total number of students	62,411	62,411	62,411
Number of students in this setting	34,506	8,711	1,969
Percentage of students in this setting	55.29%	13.96%	3.15%
Met Target	No	Yes	No

The target of 55.53% for 5A was not met.

The target of 14.06% for 5B was met.

The target of 3.08% for 5C was not met.

Indicator 5 data are based on FFY 2011 618 data, which were collected between October 1, 2011 and December 1, 2011, and reported to OSEP on February 1, 2012, as required.

Valid and Reliable Data:

The USOE developed the Utah eTranscript and Records Exchange (UTREx). This system, available to LEAs in October 2011, is designed to ensure more accurate LEA data submission by:

- allowing LEAs to submit data more frequently (at least monthly, as opposed to three times a year previously);
- allowing for more accurate data validation as its interfaces allow both the LEA and the State to view and interpret validation errors; and
- validating an LEA's data against historical data and all other LEA submissions Statewide.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2011 (Data Year 2011-2012):

Although the FFY 2011 Indicator 5A rate did not meet the target, it is slightly higher than the FFY 2010 year. Additionally, the overall increase in students with disabilities, as noted in Display 5-2, from FFY 2004 to FFY 2011, is 18.6%. Significant progress over time has been made on the percentage of students with disabilities served inside the regular classroom 80% or more of the day. The overall progress on Indicator 5A is attributed to the strong collaboration at the USOE and LEA levels between general education, Title I, comprehensive guidance, and special education in the areas of shared, targeted professional development, Statewide activity grant opportunities, and development of tiered instruction framework documents.

Significant progress has also been made in decreasing the percentage of students with disabilities served inside the regular classroom less than 40% of the day. The progress made on Indicator 5B is mainly due to providing various professional development avenues for administrators, general educators, special educators, and school counselors on strategies to support students with disabilities in the general education classroom.

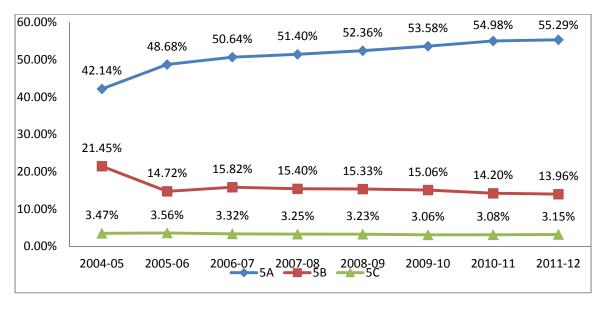
Although the FFY 2011 Indicator 5C rate is higher than the FFY 2010 rate, it is lower than five of the seven previous years. The Utah State Office of Education will conduct a root-cause analysis to determine why IEP teams chose to place students with disabilities in separate facilities. The decrease of the

percentage of students with disabilities in Indicator 5C over time is attributed to the continuing effort of the USOE, Utah Schools for the Deaf and the Blind (USDB), parents, and LEAs to clarify roles, responsibilities, child find activities, and professional development in targeted instruction and interventions.

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

Setting	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
Number of students with disabilities	52,619	53,064	53,569	55,043	56,718	59,102	61,242	62,411
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	52.36% N=29,698	53.58% N=31,666	54.98% N=33,672	55.29% N=34,506
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	15.33% N=8,695	15.06% N=8,902	14.20% N=8,697	13.96% N=8,711
5C. Served in public or private separate schools, residential placements or homebound/ hospital placements	3.47% N=1,826	3.56% N=1,893	3.32% N=1,780	3.25% N=1,787	3.23% N=1,836	3.06% N=1,807	3.08% N=1,885	3.15% N=1,969

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



The progress that has occurred over time in Indicators 5A, 5B, and 5C is attributed to the collaboration at the USOE and LEA levels between general and special education educators. The continuous informal and formal interaction and collaborative professional development activities have enhanced the skills and

working relationships of general and special educators and have aligned goals for the success of all students.

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.

- 1. Provided technical assistance to LEAs on data collection. Completed.
 - Technical assistance was provided to LEA Special Education Directors in Statewide meetings.
 - Professional development was provided to new Charter School Data Managers and new LEA Special Education Directors.
 - The Data Collection and Reporting Technical Assistance Manual was updated and ongoing professional development was provided to LEAs.

Results of this activity enabled new and existing LEAs to collect consistent, valid, and reliable data as documented through the USOE verification process. Use of the Technical Assistance Manual supported LEAs in meeting timelines; LEAs participated in data quality reviews and provided professional development to staff concerning data quality and management at the point of data entry.

- Collaborated 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 and Title I, was provided in the following areas:
 - Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS)
 - o DIBELS, progress monitoring, screening
 - o Assessments, informal and formal
 - o Interventions for struggling readers
 - Behavior strategies
 - Tiered instruction
 - o English Language Learners (ELL) instruction
 - English Language Arts, Mathematics and Science instruction strategies
 - Co-teaching
 - Utah Core Standards
 - Participants included general and special educators, administrators, parents, Title I schools, and secondary and elementary educators.

Results of this activity included increased 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 provided educators with access to research-based instruction and intervention materials for implementation to support students in LRE.

- 3. Provided IDEA State-level Activities Set Aside Funding to LEAs to enhance services for students in LRE. Completed and ongoing.
 - A selected group of LEAs were awarded an average of \$5,000.00 each to create and maintain collaboration with general education in literacy instruction for all students.
 - Professional development was provided to approximately 500 educators in LEAs who were awarded funds.

Results of this activity included enabling LEAs to tailor professional development needs based on local student data and increased collaboration between general education, special education, and Title I at the LEA level as documented through evaluation data reported by LEAs and LEA attendance records.

- 4. Collaborated with the USOE Comprehensive Counseling and Guidance Program to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities. Completed.
 - The USOE Comprehensive Counseling and Guidance Program conducted four Statewide advisory council meetings to develop the Statewide philosophy delivery components. These components involved the following four areas:
 - School Guidance Curriculum provides instructional support for the development of skills that are based on specific recognized content. Students are taught skills related to the development of healthy personal characteristics, values, and attitudes deemed important for healthy productive living.
 - Individual Student Planning is a process that includes activities to assist students and their parents or guardians in planning, monitoring, and managing the student's learning as well as his or her personal, educational, and career goals. Every LEA has adopted policies to support the SEP/SEOP process as an essential element of the student's education.
 - Responsive Services meet the immediate concerns and needs of students, usually with a
 prevention focus (e.g., programs for dropout prevention, student assistance teams, peer
 leadership, and drug and alcohol prevention).
 - System Support focuses on program development, implementation and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

Results of this activity included improved interagency collaboration which has strengthened educational programs and improved outcomes for students at risk for school failure, including students with high rates of suspensions and expulsions. In addition, the foundation of a Statewide infrastructure to better address school-based mental health services will continue to be a combined focus.

- 5. Provided LEAs with 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.
 - LEA data were compared to the State data.
 - USOE reviewed LRE data through the UPIPS Monitoring Desk Audit.

Results of this activity included an increased knowledge base and incentives for LEAs to utilize their individual LRE data to provide professional development activities in instruction/intervention, disproportionality, and data collection, entry and use. These activities increased the collaboration between LEAs and the USOE to improve LRE data as documented in this APR.

- 6. Provided universal access to web-based autism professional development modules, and designed and implemented professional development for administrators, general educators, special educators, and counselors on strategies for supporting students with autism in general education environments. Completed and ongoing.
 - Provided strategies for delivering instruction using students' unique learning strengths and cognitive styles to LEAs.
 - Provided strategies for creating low-stress and low-anxiety producing physical environments, including positive behavior supports and anti-bullying techniques to LEAs.
 - Provided professional development activities to LEAs which include access to the following webbased professional development located at http://www.updc.org/autism/:
 - Autism Internet Professional Development Modules
 - Autism Monograph Edition of the Utah Special Educator Journal
 - o Foundations of Autism Conference podcasts and handouts
 - o Joint Attention Assessment
 - Autism Eligibility podcast and handouts

 Instructional Programming Standards for students with Autism including: (1) National Professional Development Center on Autism Spectrum Disorders, (2) Autism National Standards Project, and (3) Educating Children with Autism

Results of this activity included increasing the knowledge base of education personnel in providing support for students with autism in the LRE as documented by the improvement of the data on Indicator 5B.

7. Continued to implement the Academic and Behavior Coaching/Utah Behavior Initiative (ABC/UBI) collaboration with participating LEAs and schools to increase the promotion and application of Positive Behavioral Supports, Instructional School-Based Teams, and Multi-Tiered Systems of Support models. Encouraged new LEAs and/or schools to participate in this voluntary initiative. The ABC/UBI professional development initiative is designed to improve behavioral and academic outcomes for students with disabilities. Completed.

2011-2012

73 Participating School Sites

62 schools implemented with fidelity

- Supported the implementation of a MTSS in participating schools and/or LEAs. MTSS professional development activities included:
 - Implementing evidence-based instruction and intervention to support the Utah Common Core
 - o Implementing proactive screening and progress monitoring assessments.
 - Implementing a problem solving process to support the academic and behavior needs of all students.
- Participating school teams held monthly meetings to review data and follow the ABC/UBI problem solving process.
- The ABC/UBI Policy & Research Council gave technical assistance to allow large-scale implementation of both Statewide and district-wide PBIS. Three Advisory Council meetings were held between September 2010 and May 2011 during which four major universities, the USOE, the Utah Personnel Development Center (UPDC), and LEA leadership 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, and (4) plan for sustainability for schools and continue implementation of school-wide PBIS.
- Twenty one ABC/UBI School District Coaches provided additional LEA technical support for schools implementing PBIS and maintained fidelity of implementation commensurate with State guidelines. ABC/UBI coaches participated in a coaching network, which included monthly meetings, electronic correspondence, list serve participation and conference attendance. Nine coaching network meetings were held between July 2010 and June 2011.
- Fifteen ABC/UBI LEA leadership teams coordinated implementation and sustainability efforts within their LEAs.
 - The objective of the teams was to provide support in four primary areas: increasing capacity, increasing the number of coaches, evaluation, and coordination.
 - The leadership teams met quarterly to establish a system of effective and efficient utilization of materials, personnel, and resources in the implementation of a three- to fiveyear action plan.
- Participating schools were required to maintain outcomes data, which included:
 - Conduct the School-wide Evaluation Tool (SET) once each year. The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET consists of seven indicators: A- Expectations Defined, B- Expectations Taught, C- Reward System in Place, D- Behavioral Violations System in Place, E- Monitoring and Decision Making, F- Management, G- State and School District Support and the Total Average Score.

- Complete a Team Self-Assessment in the fall and spring. Schools report on seven areas: Systems Support, Tier 1 Academics, Tier 1 Behavior, Tier 2 Academics, Tier 2 Behavior, Tier 3 Academics, and Tier 3 Behavior. The responses are reported as "in place," "partially in place," or "not in place."
- Keep documentation throughout the year on the number of office discipline referrals (ODRs) for all students, including students with disabilities. Data indicate a decrease in the number of ODRs that could result in suspension or expulsion from school, as shown in display 4A-2.

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

1.	Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	550
2.	Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	550
3.	Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4.	Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	0
5.	Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6.	Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No new or revised improvement activities are needed at this time.

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

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

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

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Baseline Data for FFY 2011 (2011-12):

FFY 2011	ar CA CD				
(Data Year 2011-2012)					
	Baseline data are being reported and targets established.				

These data were collected from all school districts for December 1, 2011 and submitted in the February 2012 618 data report as indicated in Display 6-1.

Display 6-1: Actual Baseline Data for FFY 2011

Total number of 3 to 5 year olds with IEPs		8,856	FFY 2011	
Measurement A A1 = 2,242 B1 = 974		A1 + B1 = 3,216 3,216 / 8,856 = .36 x 100		36.31%
Measurement B	C1 = 3,472 C2 = 188 C3 = 3	C1 + C2 + C3 = 3,663	3,663 / 8,856 = .41 x100	41.36%

Valid and Reliable Data:

To support LEA Special Education administrators on special education data requirements, including preschool environments, Utah's special education division developed a Technical Assistance Data Manual. The USOE Special Education Technical Assistance Data Manual was updated to reflect the

preschool environment codes. Professional development experiences for LEAs has been ongoing since FFY 2009 on the changes in preschool environments.

LEAs annually collect information about settings in which preschool children receive special education and related services. The 618 data on preschool environments are submitted electronically from LEAs through the USOE Data System (UTREx). The 618 reports are extracted from the UTREx system after the December 1 count and submitted through EDEN to OSEP in February as required by IDEA.

There are two ways data are checked before being submitted to EDEN. First, each LEA's submission to UTREx is confirmed by a time and date stamp retained within the USOE Data Warehouse. The LEA may access and review their data reports within 24 hours of submission. The UTREx system provides edit checks when data are entered into that database that require the school districts and charter schools to carefully review their own data. These edit checks send invalid data back to the LEA for correction. Second, there are two weeks after the edit checks have been cleared in which the USOE's special education department conducts a data quality review. If any areas of concern are raised during the review, the LEA is notified and given the opportunity to correct and resubmit prior to the submission to EDEN.

Measurable and Rigorous Targets - Indicator 6

FFY	Measurable and Rigorous Targets		
2011 (2011-2012)	Baseline data is being reported and targets established for FFY 2012.		
2012 (2012-2013)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 36.41% and decrease special education environments to 41.26%.		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2011-2012):

This is the first year for reporting on this indicator with the new guidance from Office of Special Education Programs (OSEP). As such, baseline was reported for FFY 2011 and targets established for FFY 2012 in the State Performance Plan (SPP).

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2010 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	NA

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from about	NA
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5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	NA

Display 6-2 Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement Response Table	State's Response
The State must provide FFY 2011 baseline data, and FFY 2012 targets, and improvement activities through FFY 2012 in the SPP that it submits with the FFY 2011 APR.	Targets for FFY 2012 are included in the updated SPP. FFY 2011 baseline data and improvement activities are reported in this APR.

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Activities	Timeline	Resources	Justification
1. NEW ACTIVITY #1 Provide LEAs with case law decisions regarding LRE cases for preschool students with disabilities.	August 2012 through December 2012	Law Conference, Local Education Agency (LEA) Special Education Directors Meeting, and website	Utah believes that it is important that litigation in this area be provided to stakeholders to provide them with a deeper understanding of the need for inclusive classrooms.
2. NEW ACTIVITY #2 Design and facilitate regional problem solving discussions regarding the implementation of LRE.	December 2012 through December 2013	UPDC Preschool specialist and USOE 619 Preschool Coordinator	Stakeholders requested this activity during stakeholder input activities.
3. NEW ACTIVITY #3 Provide all LEAs with a review of their LRE continuum data at the end of the year so that the LEAs can review their data as reported in APR Indicator B6.	March 2011 through January 2013	USOE 619 Preschool Coordinator and LEA Special Education Directors	Additional data provided to the LEAs will assist them to make data-driven decisions on the LRE continuum in their school district.
4. NEW ACTIVITY #4 Update the preschool LRE manual to be used by LEAs and make available digitally.	December 2011 through April 2013	LEAs, UPDC, and USOE	The manual was last updated in 2006.

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

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

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to sameaged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to sameaged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to sameaged peers = [(# of preschool children who improved functioning to reach a level comparable to

- same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to sameaged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

- C. Use of appropriate behaviors to meet their needs:
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to sameaged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to sameaged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

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

a. Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

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

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

Measurable and Rigorous Targets					
Summary Statements FFY 2011 (Data Year 2011-2012)	Positive Social- Emotional Skills	Acquiring and Using Knowledge and Skills	Using Appropriate Behavior to Meet Needs		
1. Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.05%	93.30%	93.74%		
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	53.24%	49.70%	68.20%		

Target Data and Actual Data for FFY 2011:

Display 7-1: Targets and Actual Data for Preschool Children Exiting in FFY 2011 (2011-2012)

Summary Statements FFY 2011 (Data Year 2011-2012)	Positive Social- Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
,	Target	Actual	Target	Actual	Target	Actual
1. Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	94.05%	88.2%	93.30%	86.5%	93.74%	88.7%
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.	53.24%	47.6%	49.70%	43.7%	68.20%	61.9%

None of the targets were met.

Display 7-2 shows the total number and percentage of children in each progress category as well as the results of the summary statement calculations. These data represent a census count rather than a sample.

Display 7-2: Number and Percentage of Children in Each Progress Category and Summary Statement Calculations for Preschool Children Exiting in FFY 2011 (2011-2012)

A. Positive social-emotional skills (including social relationships):	Number of	% of
A. I ositive social-emotional skills (including social relationships).	children	children
a. Percent of children who did not improve functioning	24	0.80%
b. Percent of children who improved functioning but not sufficient	295	9.85%
to move nearer to functioning comparable to same-aged peers	295	9.00 //
c. Percent of children who improved functioning to a level nearer	1,250	41.75%
to same-aged peers but did not reach it	1,230	41.7370
d. Percent of children who improved functioning to reach a level	1,141	38.11%
comparable to same-aged peers	1,141	30.1170
e. Percent of children who maintained functioning at a level	284	9.49%
comparable to same-aged peers		
Total	N= 2,994	100%
B. Acquisition and use of knowledge and skills (including early	Number of	% of
language/communication and early literacy):	children	children
a. Percent of children who did not improve functioning	20	0.66%
b. Percent of children who improved functioning but not sufficient	359	11.99%
to move nearer to functioning comparable to same-aged peers	359	11.99%
c. Percent of children who improved functioning to a level nearer	1,308	43.69%
to same-aged peers but did not reach it	1,300	43.09%
d. Percent of children who improved functioning to reach a level	1,123	37.51%
comparable to same-aged peers	1,123	37.3170
e. Percent of children who maintained functioning at a level	184	6.15%
comparable to same-aged peers		
Total	N= 2,994	100%
C. Has of appropriate helps views to most their people.	Number of	% of
C. Use of appropriate behaviors to meet their needs:	children	children
a. Percent of children who did not improve functioning	26	0.86%
b. Percent of children who improved functioning but not sufficient	0.55	
to move nearer to functioning comparable to same-aged peers	255	8.52%
c. Percent of children who improved functioning to a level nearer	204	00.700/
to same-aged peers but did not reach it	861	28.76%
d. Percent of children who improved functioning to reach a level	4.040	45.000/
comparable to same-aged peers	1,349	45.06%
e. Percent of children who maintained functioning at a level	500	40.000/
comparable to same-aged peers	503	16.80%
Total	N= 2,994	100%

Valid and Reliable Data:

In this sixth year of the USOE's data collection process, the USOE has succeeded in obtaining complete data on all preschool students, as verified by school districts. During that time, the USOE has provided detailed professional development experiences to the LEAs on how to combine data from multiple sources to make accurate ratings on the Utah Preschool Outcomes Data (UPOD) Summary form. USOE continues to work with the Early Childhood Outcomes (ECO) Center and their Communities of Practice to identify additional methods to analyze and ensure the reliability of data.

- Policies and procedures to guide measurement practices:
 - School districts report entry and exit data annually, by June 30th, to the USOE. Data are collected, summarized, and reported annually.
 - The UPOD Student Summary form is a Statewide form that is used by each school district to determine student ratings and document data sources and team members. The UPOD Student Summary form was revised and implemented in FFY 2010 to require additional documentation on how the ratings were determined. The UPOD Student Summary form is to be kept in a student's file until the child exits the preschool program. (While the form has been renamed for use in Utah, the process and definitions are the same as developed by the ECO Center.)
 - School districts submitted a list of data sources that may be used to collect and report data to the USOE.
 - A team of personnel working with the student determines student ratings on each UPOD outcome using the rubric developed and defined by the ECO Center.
 - Since there are seven points on the UPOD rating scale, data are translated using the ECO Decision Tree and ECO calculator to reflect the five OSEP categories.
 - Scores of six and seven on the UPOD (ECO-COSF) scale define typical or comparable to same-age peers.
 - There are two points of data collection. Data collection periods occur within six weeks of eligibility and when the student exits the preschool special education program.
 - o The USOE began collecting exit data in FFY 2006. Data are collected from all students who exit the preschool special education program if the student is in the program at least six months.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

As noted in Display 7-3, there was a dramatic drop in results for this indicator. As ECO continues to publish the national data, Utah has continued to monitor and work with individual LEAs and has also continued to analyze State-level data looking for possible indications as to why the data were above the national averages. ECO analyzed Utah's previous years' data and did not find any statistical outliers to indicate that the data were incorrect; however, at the State-level there was a concern that the data were not reflective of the population. The Utah child count did not reflect a high number of students were going into kindergarten not needing special education services as reflected in the UPOD data.

During FFY 2011 there was a renewed focus on preschool outcome data. That focus targeted professional development experiences, emphasizing the need for the collection and utilization of the preschool outcomes data. Stakeholders participated in meetings to specifically look at Utah's UPOD data. ECO provided technical assistance to analyze Utah's data in several different ways. Contrasting Utah and national data, Utah and Virginia's data, and finally individual school district-level data to State-level data provided a wide view. Looking at Utah's data in these different ways led many stakeholders to agree, the data were not reflective of their preschool populations. UPOD data indicated that a high portion of children were exiting and no longer requiring special education services. These data were not supported by Utah's child count.

Utah sought technical assistance from the MPRRC to bring stakeholders together again to identify the possible problems in the data to help the state target support for this indicator. Through the stakeholders meetings and professional development with school districts, two major concerns were identified with the

fidelity of the data collection process. The stakeholders provided many examples of how the data were being collected. Two examples of which surfaced during the professional development affecting the fidelity of the data collection process were: 1.) an isolated skill was identified as age appropriate as measured on a specific assessment; however, rating the child without taking into account the broad array of child's skills were not at grade level; 2.) data were collected on how much the child had improved from the time of entry until the time of exiting the program, rather than how much the child had "closed the gap." The meetings and professional development activities supported the hypothesis that Utah's data were inflated and not reflective of the special education preschool population. These beliefs, as well as the need to upgrade data collection processes provided the focus for professional development.

USOE and LEAs have met and developed a Preschool Five Year Plan which identifies priorities for professional development. One area targeted will be preschool outcomes including professional development around the two identified disconnects, professional development on how to collect and use functional data, the Utah Early Childhood Standards, additional resources on age appropriate skills, and using data to ensure improvement in data collection for this indicator. With a stronger focus on preschool outcomes and as the State's professional development needs have been identified, it is expected that Utah's data for Indicator 7 will decline for the next three years. Therefore, it is our intention to set a new baseline in FFY 2014 after all the current preschool students have exited preschool and a new cohort of students whose data scores are likely to be more accurate, can be analyzed.

Display 7-3: Summary Statement Results Over Time

	Positive Social- Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
	FFY 2009- 2010	FFY 2010- 2011	FFY 2011- 2012	FFY 2009- 2010	FFY 2010- 2011	FFY 2011- 2012	FFY 2009- 2010	FFY 2010- 2011	FFY 2011- 2012
Number of Children:	2,704	3,012	2994	2,704	3,012	2,994	2,704	3,012	2,994
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	94.0%	94.8%	88.2%	94.1%	94.5%	86.5%	93.6%	94.3%	88.7%
Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	52.7%	56.4%	47.6%	51.8%	54.7%	43.7%	67.9%	69.82%	61.9%

Utah continues to provide professional development on the Preschool Outcomes process to ensure the reliability of data. It is a priority to continually explore ways to make the reporting of data more user friendly as well as ensure data reliability.

- Developed a new system to collect student outcome data. Completed and ongoing.
 - Used the ECO calculator to collect data and analyze data.
 - A web-based data system was in development during FFY 2010, and due to delays, the system will not be in place until FFY 2012.

Results of this activity are that the web-based data collection system is in development. (A hired contractor has developed the system). It is anticipated that when completed, during FFY 2012, LEAs will use it to submit UPOD data electronically.

- 2. Provided professional development on the UPOD process. Completed and ongoing.
 - Professional development was provided to 27 school districts on how to interpret their outcomes
 data and to stress the importance of collecting reliable data. Professional development also
 focused on collecting input from LEAs on what additional supports are needed to support
 teachers in reporting outcomes data.

Improvement activities resulted in increased and ongoing Statewide professional development activities which increased school district staff knowledge and compliance with the requirement to assess for the three Preschool Outcomes on all preschool students with disabilities. The activities are continuing to improve the overall understanding of how and why preschool outcomes data must be collected to support better outcomes for preschool students with disabilities.

- 3. Continued to update the UPOD process. Completed and ongoing.
 - Updated the USOE website with the latest UPOD information, as well as additional resources.

Improvement activities resulted in ongoing professional development and LEA access to current information and resources that are provided through the ECO Center or developed by the State.

- 4. Linked with the ECO Center for additional resources and technical assistance. Completed and ongoing.
 - Participated in ongoing conference calls and sessions at the OSEP Mega conference.
 - Participated in the ECO conference.

Improvement activities resulted in the USOE and school districts receiving current information and resources provided through the ECO Center or developed by the State. The ECO TA Communities have provided helpful ideas on examining school district data which has resulted in identifying the continuing professional development needs.

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2010 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	N/A

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	N/A
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A

Display 7-4: Additional Information Required by the OSEP APR Response Table for This Indicator:

Statement Response Table	State's Response
OSEP appreciates the State's efforts to improve performance. The State must report progress data and actual target data for FFY	See Display 7-1.
2011 with the FFY 2011 APR.	

Revisions, $\underline{\text{with Justification}}$, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Activities	Timelines	Resources	Justifications
1. NEW ACTIVITY #1	FFY 2011	UPDC, USOE,	The trends in Utah data indicated
Revise baseline for	through FFY	and USOE 619	that data were higher than the
Summary Statement 1	2014	Preschool	national average. Additional
and Summary Statement		Coordinator	professional development needs to
2 in FFY 2014.			be provided and the 3-year-old
			students that came in FFY 2011 will
			need to exit from the program in FFY
			2014 for a new baseline to be
			established.

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
2011 (Data Year 2011-2012)	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 89.63%.
	(Last year's rate was 89.54%; 89.54% + (89.54% * 0.1%) = 89.63%)

Actual Data for FFY 2011: 89.18%

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

	FFY 2011
# of parents who returned a survey	767
# of parents who report that the school facilitated their involvement	684
% of parents who report that the school facilitated their involvement	89.18%

The target of 89.63% was not 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 ongoing UPIPS monitoring cycle. Data on this indicator were collected from those LEAs in year two of the monitoring cycle during 2011-2012 plus the three 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 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 configuration of Utah's 41 school districts, there are three school districts of 50,000+ students. The three large school districts are sampled each year for this indicator. Each of the five cohorts includes school districts of large, medium, and small sizes, 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 disability 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 3,760 students was selected. A questionnaire was mailed to the parents of these 3,760 selected students; 767 parents responded for a response rate of 20.4%. A copy of the Parent Survey used is included in Appendix B.

The "Parent Involvement Percentage" (i.e., the percent of parents who report that the school facilitated their involvement) is based on 11 of the 37 survey items. Parents who answer positively (i.e., "Yes") to 70% or more of these 11 items are considered to have met the target for this 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 students with disabilities ages 3-21. The additional information received from the remaining survey items was used to guide LEA 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 a representative sample of LEAs and parents were chosen to complete the survey. Secondly, the representativeness of the surveys was assessed by comparing the demographic characteristics of the students 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, grade of student and disability. Parents of Native American

students (9%) and Hispanic students (10%) were less likely to respond than parents of white students (23%). Parents of students with a speech/language impairment (i.e., communication disorder) were slightly more likely to respond (24%) than parents of students with a learning disability (17%). 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.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2011-2012):

As indicated in Display 8-3, the percentage of parents who said that the school facilitated their involvement is slightly lower than that obtained in FFY 2010; however, it is still one of the highest levels achieved since FFY 2006. Follow-up activities with the LEAs have been taking place each year since FFY 2006 to ensure that there is a concerted effort to involve parents in their children's special education services. The increase in the parent involvement percentage since FFY 2006 is promising; follow-up activities with the LEAs will continue.

The response rate to the parent survey has consistently been above 20% (see Display 8-4). The sample size is directly linked to the LEA size, resulting in fluctuations from year to year. The USOE will continue to focus on encouraging parents to complete the survey.

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

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
# of parents who returned a survey	593	736	797	774	666	650	767
# of parents who report that the school facilitated their involvement	540	615	679	676	581	582	684
% of parents who report that the school facilitated their involvement	91.1%	83.6%	85.2%	87.3%	87.2%	89.5%	89.18%

Display 8-4: Response Rate Over Time

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
# of parents who responded to the survey	593	736	797	774	666	650	767
# of parents who received the survey (sample size)	2,504	3,665	3,905	3,646	2,810	3,162	3,760
% of parents who responded to the survey	23.7%	20.1%	20.4%	21.2%	23.7%	20.6%	20.4%

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 personnel development activities, and increased discussion between USOE 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.

- 1. Administered parent survey, collected, recorded, and aggregated data from parent survey; and compared data collected to sampling plan to ensure adequate sample size and addressed issue of non-responders, if applicable, through follow-up phone surveys and/or by resending the survey to corrected addresses. Completed and ongoing.
 - The parent survey was disseminated to selected parents during the spring through fall of 2012.
 - Responses were collected by mail until December 2012.
 - Survey responses, when received by mail through December 2012, were scanned into an Excel database, which was designed to record all responses, as well as data regarding the responder's LEA and student demographics.
 - USOE support staff were trained in the data input process as well as in confidentiality procedures.
 - Data were randomly verified by a second USOE support staff member.
 - Characteristics were compared to characteristics of non-respondents to ensure representativeness of respondents. Response rates were examined to ensure an adequate number of parents from each LEA responded.
 - A second round of surveys was sent to corrected addresses during September of 2012, which yielded an additional 150 completed surveys.
 - A third round of surveys was sent to non-responders during December of 2012, which yielded an additional 20 completed surveys.

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

- 2. Analyzed data to determine areas that needed improvement and areas of commendation. Report data results to LEAs annually. Completed and ongoing.
 - Data are disaggregated annually by LEA, gender, primary disability, ethnicity, and age.
 - Strategies were disseminated to LEAs needing improvement.
 - Results were included in each LEA APR data report, which was included with the LEA determination letter.
 - Results were also discussed with LEAs during the March 2012 Statewide LEA Special Education Directors' meeting giving LEAs an opportunity to ask questions and verify the results.

Results of this activity included USOE 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 LEA Special Education Directors, and survey results.

- 3. Facilitated a focus group of LEAs and UPC personnel to determine effective maintenance strategies, effective practices, and areas for improvement. Completed and ongoing.
 - An e-discussion was held among members of the focus group during the fall of 2012 which
 included invited representatives from six LEAs (including representatives from three large school
 districts of +50,000 students), three parents from the UPC, representatives from the USOE
 (special education and charter schools), and personnel from the UPDC.
 - The focus group reviewed results, reviewed minutes and recommendations from previous focus group meetings, and discussed strategies for improvement for each identified area.

Results of this activity included USOE, UPC, UPDC 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 LEA Special Education Directors, strategies manual, and survey results.

- 4. Disseminated effective maintenance strategies and effective practices to LEAs. Completed and ongoing.
 - Information was disseminated from the focus group to LEAs during State meetings.

Results of this activity included USOE, UPC, UPDC 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 LEA Special Education Directors, strategies manual, and survey results.

- 5. Reported data analysis results to UPC annually. Completed and ongoing.
 - Results were provided to the UPC on March 6, 2012.
 - Minutes and suggestions from the focus group in 2011, which included representatives from seven LEAs (including representatives from three large school districts of +50,000 students), three parents from the UPC, representatives from the USOE (special education and charter schools), and personnel from the UPDC, were reviewed.
 - The focus group reviewed results by State and by LEA and determined strategies for improvement for each identified area.

Results of this activity included UPC 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 UPC staff.

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	330
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	330
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	0
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No new or revised activities are needed at this time.

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)(C))

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
2011 (Data Year 2011- 2012)	The percent of LEAs 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 Data for FFY 2011: 0%

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

	Over- representation Calculation
Total # of LEAs	120
# of LEAs flagged for disproportionate representation	1
% of LEAs flagged for disproportionate representation	0.8%
# of LEAs found to have disproportionate representation due to inappropriate identification	0
Percent of LEAs that had disproportionate representation due to inappropriate identification	0.0%

The target of 0% was met.

The USOE used FFY 2011 data for Indicator 9 collected through the State December 1 Special Education Child Count (618 data) in Table 1. The USOE calculates a Weighted 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 (based on the Weighted Risk Ratio) is determined only if there are 10 or more students with disabilities in the group of interest (based on child count data) and if there are also 10 or more students with disabilities in the comparison group.

Prior to FFY 2008, if there were at least 10 students with disabilities in the group of interest but fewer than 10 students with disabilities in the comparison group, then an Alternate Risk Ratio (ARR) was used. The ARR served to compare the LEA's identification rates with the identification rates of the State as a whole. However, there are LEAs that have unique situations, particularly the smaller LEAs where the ARR was most typically used, and thus, many of the flagged ARRs were not a reflection of any inappropriate identification practices occurring, but rather a reflection of small numbers of students with disabilities in various racial/ethnic groups in these small LEAs. (This conclusion was reached after two years of using the ARR and investigating all ratios above 3.00.) Therefore, beginning with FFY 2008, the ARR is no longer being used for Indicator 9.

For Indicator 9, 120 LEAs are included in the analysis during 2011-2012. Of these 120 LEAs, 64 LEAs met the minimum "n" requirements at least one time for a Final Risk Ratio to be calculated (for each LEA, in theory, seven risk ratios could be calculated —one for each racial/ethnic group). Many LEAs in Utah have between zero and five students with a disability of a particular race/ethnicity. Thus, very small numbers prevent reliable and meaningful risk ratios from being calculated. (Note: The number of LEAs for Indicators 4A and 4B is 119 the number of LEAs for Indicators 9 and 10 is 120. This is because Indicators 4A and 4B are using 2010-2011 data, while Indicators 9 and 10 use 2011-2012 data. Utah's number of LEAs increases annually due to the increase in the number of public charter schools).

Disproportionate representation is defined as a Final Risk Ratio of 3.00 or above due to inappropriate identification. Once a ratio is flagged for suspected disproportionate representation, the policies, procedures, and practices of that LEA are reviewed to determine if the suspected 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 Risk Ratio)
Over- Representation	3.00 and up

During FFY 2011, there was only one LEA flagged as having a Weighted Risk Ratio above the cut score of 3.00; however, no disproportionate representation was found to be occurring in the LEA that was flagged based upon the USOE's review of policies, procedures, and practices, as required in §300.600(d)(3).

Display 9-3: 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	Native American	34	515	3.84

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 school districts and charter schools to carefully review their own data before submission. The USOE error check and verification process sends invalid data back to the LEA for correction. Following data submission, the USOE conducts a data quality review. If any areas of concern are raised during the review, the LEA is notified of the opportunity to correct and resubmit prior to the final submission date. The LEA may access and review data reports within 24 hours of submission. Each LEA submission is confirmed by a time and date stamp retained within the Data Warehouse.

When LEAs are flagged for possible disproportionate representation, the USOE notifies each flagged LEA in writing with a copy of the annual LEA data used in making the decision and requests that the LEA submit policy and procedure documents within 10 days of receipt of the letter. The State then reviews the submitted policy and procedure documents, as well as the practices of the LEA, to determine if the suspected disproportionate representation is the result of inappropriate identification. If, after reviewing the LEA's policy and procedure documents and the LEA's practices, disproportionate representation is found, the LEA will be asked to submit additional data for review and/or to revise policies, procedures, and practices identified as inappropriate and publicly post the revisions by June 30 of that year.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2011-2012):

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

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

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
Total # of LEAs	72	91	99	106	112	119	120
# of LEAs flagged for disproportionate representation – Over-representation	36	5	2	0	1	1	1
# of LEAs found to have disproportionate representation due to inappropriate identification – Overrepresentation	0	0	0	0	0	0	0
Percent who had disproportionate representation due to inappropriate identification – Over-representation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
# of LEAs flagged for disproportionate representation – Under-representation	0	1	0	0	0	0	*N/A
# of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation	0	0	0	0	0	0	*N/A
Percent who had disproportionate representation due to inappropriate identification – Under-representation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*N/A

^{*}OSEP no longer requires States to report on under-representation.

Note: In FFY 2005, different cut-scores were used to flag LEAs for suspected disproportionate representation. A cut-score of 1.5 was used for over-representation; a cut-score of 0.5 was used for under-representation. This is the reason for the larger number of LEAs flagged in FFY 2005 than in subsequent years. The State determined that such a low cut-off score in FFY 2005 was resulting in many false positives. In fact, none of the LEAs that were flagged had faulty identification policies, procedures, or practices. The conclusion of all investigations was that the LEAs were making appropriate identifications. Often, the finding of a risk ratio falling between 1.5 and 2.5 was due to small numbers of students with disabilities 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 inappropriate policies, procedures, or practices of the LEA. Therefore, the State changed the cut-scores as indicated. However, in all years, none of the flagged LEAs were deemed as having inappropriate identification procedures.

Due to the State's process of the reviewing the policies, procedures, and practices of any LEA flagged as having suspected disproportionate representation (in conjunction with general supervision monitoring), the State is ensuring that school districts and charter schools use correct policies, procedures, and practices in the identification, evaluation, and placement of students with disabilities in Utah. This process 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 school districts and charter schools. The State review process also directs any flagged LEAs to develop a comprehensive improvement plan if they are found not to be in compliance with this indicator or its related requirements. The findings of noncompliance must be corrected no later than one year from the date of the finding of the State's determination that the LEA has disproportionate representation in compliance with UPIPS monitoring procedures and the OSEP 09-02 Memorandum. This process ensures that students with disabilities are not disproportionately represented as a result of inappropriate identification.

- 1. Applied Risk Ratio formula to disaggregated data at LEA and State levels to identify LEAs with disproportionate representation in their special education population. Completed and ongoing.
 - A risk ratio formula was applied to all LEA and State 618 Child Count data.
 - Data were reviewed and a weighted risk ratio was used to determine a final risk ratio for each LEA.
 - LEAs with a final risk ratio of 3.00 or larger were flagged for a further review of their policies, procedures, and practices to ensure that there was no inappropriate identification, evaluation, or placement of students with disabilities in these identified LEAs.
 - Only one LEA was flagged for over-identification in its special education population during FFY 2011. As a result, only one LEA was asked to submit documentation of its policies and procedures and a review of practices was completed to determine if the over-representation was a result of inappropriate identification, evaluation, and placement of students with disabilities.

Results of this activity are that data were reviewed and only one LEA was flagged for potential disproportionate representation, resulting in a USOE review of its policies and procedures documents and its practices regarding evaluation and eligibility. No inappropriate policies, procedures or practices were identified; therefore, no disproportionate representation was identified.

- 2. Using the USOE's procedure of an annual LEA data review outlined in the Disproportionality Coordinated Early Intervening Services (CEIS) manual and UPIPS monitoring, the State conducted a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices for the targeted LEAs. Completed and ongoing.
 - Only one LEA was flagged for suspected disproportionate representation in its special education population.
 - The State required that the one LEA that was flagged for disproportionate representation submit documentation of its policies, procedures, and practices to the State for review.
 - The LEA's policies, procedures, and practices were reviewed by the State. No findings of noncompliance were issued, nor was disproportionate representation due to inappropriate identification discovered.
 - USOE staff members followed up as needed with technical assistance.

Results of this activity are that the one flagged LEA received follow-up monitoring, thereby ensuring students with disabilities are not being incorrectly identified, evaluated, and placed inappropriately in special education and related services.

- 3. Provided professional development to identified LEAs on evaluation and eligibility determination procedures. Completed and ongoing.
 - Professional development on identification, evaluation, and placement of students with disabilities is available through the USOE and the UPDC, at many of the State's conferences, through online professional development modules, and on a local basis in many LEAs.

As a result of this activity, professional development in appropriate identification practices has been provided through a variety of formats offered to all LEAs.

- 4. Continued to collect, disaggregate, and compare 618 data. Completed and ongoing.
 - 618 data are collected annually.
 - 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.

- 5. Provided follow-up technical assistance and/or enforcement actions based on identification of policies, procedures, and practices that lead to inappropriate identification of students with disabilities. Completed and ongoing.
 - A policies and procedures manual was developed by each LEA during the 2008-2009 school year
 to align with IDEA 2004 and Utah State Board of Education Special Education Rules (2007). New
 charter schools opening during the 2011-2012 school year developed policy and procedure
 manuals that were submitted to and approved by the USOE in FFY 2011.
 - No enforcement actions were applied due to zero LEAs having inappropriate policies, procedures, and practices that lead to inappropriate identification.
 - USOE staff members followed up as needed with technical assistance.

Results of this activity are that each LEA has a USOE-approved policies and procedures manual to guide the identification, evaluation, and placement of students with disabilities and receives follow-up technical assistance as needed to guide the identification, evaluation, and placements of students with disabilities.

- 6. Collaborated to provide Statewide professional development for all educators regarding classroom management, instruction, and school-wide targeted interventions to support students in the least restrictive environment (LRE). Completed and ongoing.
 - Statewide professional development, in collaboration with general education and Title I, was provided in the following areas:
 - Response to Intervention (RTI)/MTSS
 - o DIBELS, progress monitoring, screening
 - Assessments, informal and formal
 - Interventions for struggling readers
 - Behavior strategies
 - Tiered instruction
 - English Language Learners (ELL) instruction
 - English Language Arts, Mathematics and Science instruction strategies
 - Co-teaching
 - Utah Core Standards
 - Participants included general and special educators, administrators, parents, Title I schools, secondary and elementary educators.

Results of this activity included increased interaction and collaboration between general and special educators during overlapping professional development for educators participating in professional development as documented by attendance records. A cohort of general and special educators who are co-teaching began a year-long study group with USOE facilitation and technical assistance. The Statewide professional development provided educators with access to research-based instruction and intervention materials for implementation to support students in LRE.

- 7. Collaborated on program development of tiered instruction to support students in the LRE. Completed and ongoing.
 - A tiered instruction framework was developed to support students in the 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 Mathematics 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 included the provision of a consistent instruction/intervention framework for all educators. The activities provided support for educators to implement research-based instruction/interventions and assessments in the areas of English Language Arts, Mathematics and Science to support the LRE.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2010 for this indicator: 100%

With zero LEAs having disproportionate representation in FFY 2010 due to inappropriate identification, evaluation, and placement of students with disabilities of all ethnicities, no correction was necessary. The USOE verified that the USOE and LEAs are implementing the specific regulatory requirements of 34 CFR §300.173, §300.111, §300.201, and §300.301-§300.311 as per the OSEP 09-02 Memorandum, including the presence and implementation of policies, procedures, and practices designed to prevent the inappropriate over-identification, under-identification or disproportionate representation by race and ethnicity of children as children with disabilities, ensure child find, and conduct appropriate evaluations/reevaluations and eligibility determinations. Data were collected from State and Federal reports, on-site monitoring, and/or additional LEA data submissions (Desk Audits).

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	N/A

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	N/A
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No new or revised activities are needed at this time.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionate Representation

Indicator 10: 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))

Measurement:

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.

FFY	Measurable and Rigorous Targets
2011 (Data Year 2011-2012)	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 Data for FFY 2011: 0%

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

	Over- Representation Calculation
Total # of LEAs	120
# of LEAs flagged for disproportionate representation	3
% of LEAs flagged for disproportionate representation	2.5%
# of LEAs found to have disproportionate representation due to inappropriate identification	0
Percent of LEAs that had disproportionate representation due to inappropriate identification	0.00%

The target of 0% was met.

The USOE used FFY 2011 data for Indicator 10 collected through the State December 1 Special Education Child Count (618 data) in Table 1. The USOE calculates a Weighted 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 the State are examined. A "Final" Risk Ratio (based on the Weighted Risk Ratio) is determined only if there are 10 or more students with disabilities in the group of interest (based on child count data) and if there are also 10 or more students with disabilities in the comparison group.

Previous to FFY 2008, if there were at least 10 students with disabilities in the group of interest but fewer than 10 students with disabilities in the comparison group, then an Alternate Risk Ratio (ARR) was used. The ARR served to compare the LEA's identification rates with the identification rates of the State as a whole. However, there are LEAs that have unique situations, particularly the smaller LEAs where the ARR was most typically used, and thus, many of the flagged ARRs were not a reflection of any inappropriate identification practices occurring, but rather a reflection of small numbers of students in various racial/ethnic groups in these small LEAs. (This conclusion was reached after two years of using the ARR and investigating all ratios above 3.00.) Therefore, beginning with FFY 2008, the ARR was no longer used for Indicator 10.

For Indicator 10, 120 LEAs were available for inclusion in the analyses. Of these 120 LEAs, 38 LEAs met the minimum "n" requirements at least one time for a Final Risk Ratio to be calculated. (For each LEA, in theory, 42 risk ratios could be calculated – one for each of the seven racial/ethnic groups times the six primary disability categories). Many LEAs in Utah have between zero and five students with a particular disability of a particular race/ethnicity. Thus, very small numbers prevent reliable and meaningful risk ratios from being calculated. (Note: The number of LEAs for Indicators 4A and 4B is 119; the number of LEAs for Indicators 9 and 10 is 120. This is because Indicators 4A and 4B are using 2010-2011 data, while Indicators 9 and 10 use 2011-2012 data. Utah's number of LEAs increases annually due to the increase in the number of public charter schools).

Disproportionate representation is defined as a Final Risk Ratio of 3.00 or above as a result of inappropriate identification. Once a ratio is flagged for suspected disproportionate representation, the policies, procedures, and practices of that LEA are reviewed to determine if the suspected 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)
Over- Representation	3.00 and up

A careful review of each of the three LEAs that were at or above the cut-score of 3.00 for over-representation was conducted. The three LEAs represented in the table below were required to submit documentation of their policies, procedures, and practices which were reviewed by the State to verify that there was no over-representation of any racial and ethnic groups in specific disability categories due to inappropriate identification. UPIPS monitoring data including student record reviews, evaluation, and identification procedures, as well as interviews with teachers, administrators, parents, and students. It was determined based on the data review process that none of the flagged 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
	Native	Specific Learning			
1	American	Disability	28	320	5.02
	Native				
2	American	Autism	10	464	4.01
	Native	Specific Learning			
3	American	Disability	11	532	3.05

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 school districts and charter schools to have carefully reviewed their own data before submission. The USOE error check and verification process sends invalid data back to the LEA for correction. Following data submission, the USOE conducts a data quality review. If any areas of concern are raised during the review, the LEA is notified of the opportunity to correct and resubmit prior to the final submission date. The LEA may access and review data reports within 24 hours of submission. Each LEA submission is confirmed by a time and date stamp retained within the Data Warehouse.

The State review of policies, procedures, and practices by any LEA that is flagged for disproportionate representation ensures that no inappropriate identification, evaluation, or placement of any racial/ethnic populations takes place in the school district or charter school. If, after reviewing the LEA's policy and procedure documents and the LEA's practices, disproportionate representation is found, the LEA will be asked to revise policies, procedures, and practices identified as inappropriate and publicly post the revisions by June 30 of that year.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2011-2012):

As indicated in Display 10-4, the State of Utah maintained a 0% disproportionate representation rate. Thus, for seven years, zero LEAs have had disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification.

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

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
Total # of LEAs	72	91	99	106	112	119	120
# of LEAs flagged for disproportionate representation – Over-representation	36	12	14	4	6	7	3
# of LEAs found to have disproportionate representation due to inappropriate identification – Over-representation	0	0	0	0	0	0	0
Percent who had disproportionate representation due to inappropriate identification – Over-representation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
# of LEAs flagged for disproportionate representation – Under-representation	0	5	4	2	3	5	*N/A
# of LEAs found to have disproportionate representation due to inappropriate identification – Under-representation	0	0	0	0	0	0	*N/A
Percent who had disproportionate representation due to inappropriate identification – Under-representation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	*N/A

^{*}OSEP no longer requires that States report on under-representation.

Note: In FFY 2005, 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 0.5 was used for under-representation. This is the reason for the larger number of LEAs flagged in FFY 2005 than in subsequent years. The State determined that such a low cut-off score in FFY 2005 was resulting in many false positives. In fact, none of the LEAs that were flagged had faulty identification policies, procedures, or practices; the conclusion of all investigations was that the LEAs were making appropriate identifications. Often, the risk ratio between 1.5 and 2.5 was due to small numbers of students in the various racial/ethnic groups. With small numbers of students, the identification rates are often a result of the idiosyncrasies of that particular group of students and not the result of any inappropriate policies, procedures, or practices of the LEA. Therefore, the State changed the cut-scores as indicated above. However, in all years, none of the flagged LEAs was deemed as having inappropriate identification procedures.

Due to the State's process of reviewing the policies, procedures, and practices of any LEA flagged as having suspected disproportionate representation, the State is ensuring that school districts and charter schools are using correct policies, procedures, and practices in the identification, evaluation, and placement of students with disabilities in Utah. This process also helps determine if inappropriate identification is the cause of any disproportionate representation of racial and ethnic groups in specific disability categories in school districts and charter schools. The State review process also directs LEAs to develop a comprehensive improvement plan if they are found not to be in compliance with this indicator. The noncompliance must be corrected within one year from the date of the completion of the State's determination that the LEA has disproportionate representation. This process ensures that students with disabilities are not disproportionately represented as a result of inappropriate identification.

- 1. Applied Risk Ratio formula to disaggregated data at State and LEA levels to identify LEAs with disproportionate representation in their special education population in specific disability categories. Completed and ongoing.
 - 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 was used to determine a final risk ratio for each required disability and racial/ethnicity category in all LEAs.
 - LEAs with a final risk ratio of 3.00 or larger were flagged for a further review of their policies, procedures, and practices to ensure that there were no inappropriate identification, evaluation, or placement of students with disabilities in specific disability categories in these identified LEAs.
 - Using the risk ratio, three LEAs were flagged with a risk ratio of 3.00 or larger. This triggered a
 State review of the policies, procedures, and practices for the three flagged LEAs to ensure that
 the flagged status was not a result of inappropriate identification, evaluation, and placement of
 students with disabilities in specific disability categories. UPIPS monitoring data were also
 reviewed as a part of this process.

Results of this activity are that three LEAs were flagged for potential disproportionate representation. The State conducted a review of each LEA's policies, procedures, and practices to ensure that there are no inappropriate identification policies, procedures, and practices in each LEA resulting in disproportionate representation in specific disability categories.

- 2. Using the USOE's procedure of an annual LEA data review outlined in the Disproportionality CEIS manual and UPIPS monitoring, the State conducted a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices for the targeted LEAs. Completed and ongoing.
 - Only three LEAs were flagged for suspected disproportionate representation in their special education populations.
 - The State required that the three LEAs that were flagged for disproportionate representation submit documentation of their policies, procedures and practices to the State for review.
 - The LEA's policies, procedures, and practices were reviewed by the State. No findings of noncompliance were issued, nor was disproportionate representation due to inappropriate identification discovered.
 - USOE staff members followed up as needed with technical assistance.

Results of this activity are that the three targeted LEAs received follow-up monitoring, thereby ensuring students with disabilities are not being incorrectly identified or evaluated, and placed inappropriately in special education and related services in specific disability categories.

- 3. Provided professional development to identified LEAs on evaluation and eligibility determination procedures. Completed and ongoing.
 - Professional development on identification, evaluation, and placement of students with disabilities is available through the USOE and the UPDC, at many of the State's conferences, through online professional development modules, and on a local basis in many LEAs.

As a result of this activity, professional development in appropriate identification practices has been provided through a variety of formats offered to all LEAs.

- 4. Continued to collect, disaggregate and compare 618 data. Completed and ongoing.
 - 618 data are collected annually.
 - 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 in specific disability categories.

- 5. Provided follow-up technical assistance and/or enforcement actions based on identification of policies, procedures and practices that lead to inappropriate identification of students with disabilities. Completed and ongoing.
 - A policies and procedures manual was developed by each LEA during the 2008-2009 school year
 to align with IDEA 2004 and Utah State Board of Education Special Education Rules (2007). New
 charter schools opening during the 2011-2012 school year developed policies and procedures
 manuals that were submitted to and approved by the USOE in FFY 2011.
 - No enforcement actions were applied in FFY 2011 due to zero LEAs having inappropriate policies, procedures, and practices that lead to inappropriate identification.
 - USOE staff members followed up as needed with technical assistance.

Results of this activity are that each LEA has a USOE approved policies and procedures manual to guide the identification, evaluation and placement of students with disabilities and receives follow-up technical assistance as needed to guide the identification, evaluation, and placement of students with disabilities.

- 6. Collaborated to provide Statewide professional development 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 and Title I, was provided in the following areas:
 - Response to Intervention (RTI)/MTSS
 - o DIBELS, progress monitoring, screening
 - o Assessments, informal and formal
 - Interventions for struggling readers
 - Behavior strategies
 - o Tiered instruction
 - o English Language Learners (ELL) instruction
 - English Language Arts, Mathematics and Science instruction strategies
 - o Co-teaching
 - Utah Core Standards
 - Participants included general and special educators, administrators, parents, Title I schools, and secondary and elementary educators.

Results of this activity included increased interaction and collaboration between general and special educators during overlapping professional development for educators participating in professional development as documented by attendance records. A cohort of general and special educators who are co-teaching began a year-long study group with USOE facilitation and technical assistance. The Statewide professional development provided educators with access to research-based instruction and intervention materials for implementation to support students in LRE.

- 7. Collaborated on program development of tiered instruction to support students in the LRE. Completed and ongoing.
 - A tiered instruction framework was developed to support students in the 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 Mathematics 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 include the provision of a consistent instruction/intervention framework for all educators. The activities provided support for educators to implement research-based instruction/interventions and assessments in the areas of English language arts, Mathematics, and science to support the LRE.

Correction of Previous Year's Noncompliance (FFY 2010):

Level of compliance for State reported for FFY 2010 for this indicator: 100%

With zero LEAs having disproportionate representation in FFY 2010 due to inappropriate identification, evaluation, and placement of students with disabilities in all ethnicities and all disability categories, no correction was necessary. The USOE verified that the USOE and LEAs are implementing the specific regulatory requirements of 34 CFR §300.173, §300.111, §300.201, and §300.301-§300.311 as per the OSEP 09-02 Memorandum, including the presence and implementation of policies and procedures designed to prevent the inappropriate over-identification, under-identification, or disproportionate representation by race/ethnicity of children as children with disabilities, ensure child find, and conduct appropriate evaluations/reevaluations and eligibility determinations. Data were collected from State and Federal reports, on-site monitoring, or additional LEA data submissions (Desk Audits).

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	N/A

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	N/A
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No new or revised activities are needed at this time.

Part B State Annual Performance Report (APR) for FFY 2011

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 or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

Measurement:

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

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

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

^{**}Utah's State established timeline is 45 school days.

FFY	Measurable and Rigorous Targets
2011 (Data Year 2011-2012)	One hundred (100) percent of children will be evaluated within 60 days** of receiving parental consent for initial evaluation.

Actual Data for FFY 2011: 97.70%

The target of 100% was not met; however, the State achieved substantial compliance with 97.70% of students evaluated within the Utah established timeline of 45 school days of receiving parental consent.

The target of 100% was not met, although improvement was made over the FFY 2010 results which indicated that 94.58% of students were evaluated within the timeline as required in 34 CFR §300.301. In addition, the USOE ensures that all students referred for special education and related services are evaluated and, as appropriate, offered special education and related services within the timelines contained within IDEA 2004 in 34 CFR §300.301 and USBE Special Education Rules. 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 USBE Special Education Rules during 2007-2008 and was 45 school days for this APR reporting period. During the 2011-2012 school year, 564 files of students aged 3-21 who received an initial evaluation 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 supervision system. These 564 files came from 58 LEAs (school districts and charter schools). The review process that was part of the UPIPS was developed to ensure that each LEA is included in the formal monitoring process. The UPIPS monitoring system also describes how LEAs are selected for on-site visits (see Utah's SPP for additional monitoring system detail).

Display 11-1: Percent of Students Evaluated Within the 45 School Day Timeline (State-Established Timeline)

	FFY 2011
Total students for whom an initial evaluation was completed	564
a. # of students for whom parental consent to evaluate was received	564
b. # of students whose evaluations were completed within 45 school days	551
# not included in b.	13
Percent of students with parental consent to evaluate who were evaluated within 45 school days (State-established timeline) (b/a x 100)	97.70%

Of the 564 reviewed files, seven students later determined not eligible had evaluations which were completed within 45 school days and 544 students who were later determined eligible for special education and related services had evaluations completed within 45 school days, totaling 551 students who received their evaluations within the accepted timeframe. 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 days (two students), 49, 50, 51 (two students), 59, 60 (two students), 62, 63, 115, and 171 days. Delays in all 13 of the evaluations were due to special education personnel noncompliance. Delays that were due to the following were not included in these totals: (1) a parent repeatedly failing or refusing to produce the student for the evaluation, or (2) students who were enrolled in a school of another public agency after the timeframe for initial evaluation had begun, and prior to a determination by the student's previous public agency as to whether the student is a student with a disability (34 CFR §300.301).

The noncompliance with 34 CFR §300.301 was found in only a small percentage of files within each LEA with noncompliance, and represented an isolated incident in the LEA programs. The eight LEAs with evaluations exceeding 45 school days during FFY 2011 were issued findings of noncompliance and were required to write a comprehensive improvement plan to address their process for determining eligibility within the required timelines. Comprehensive improvement plans must address (a) correction of all student level noncompliance, though late, (Prong 1 of the OSEP 09-02 Memorandum) and (b) a review of additional data to verify correct implementation of the regulatory requirement (Prong 2 of the OSEP 09-02 Memorandum).

The USOE has had substantial compliance with this indicator since FFY 2006. This is due to the significant amount of technical assistance and professional development provided for LEAs on compliance with this indicator. The technical assistance and professional development has resulted in an increased understanding and awareness of the requirement to complete all initial evaluations within 45 school days. For the small number of LEAs who have had noncompliance with this indicator, additional technical assistance has been provided including face-to-face professional development, phone calls, and emails. This has resulted in all LEAs with noncompliance verifying correction of each individual case of noncompliance by completing the evaluations, though late, and submitting additional data to demonstrate that the LEA is in compliance with the initial evaluation timeline requirement.

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. Furthermore, data were verified through a process in which some student files were

randomly selected to be reviewed twice, by two different reviewers, to ensure correct dates were entered and timelines were valid and reliable.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2011-2012):

As indicated in Display 11-2, the State has made progress on this indicator, increasing the percentage of children meeting this indicator from 76.2% to a high of 97.70%. We are aware, however, that the target of 100% was not met, and continue to implement actions designed to improve Utah's performance on this indicator. In addition, 100% of LEAs with noncompliance on initial evaluation timelines corrected their policies, procedures, and practices in a timely manner (see Verification of Correction below for additional information).

Display 11-2: Percent of Students Evaluated within the 45 School-Day Timeline, Results over Time

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
a. # of students for whom parental consent to evaluate was received	42	229	406	385	541	572	564
b. b. # of students whose evaluations were completed within 45 school days	32	218	392	373	527	541	551
# not included in b	10	11	14	12	14	31	13
Percent of students with parental consent to evaluate who were evaluated within 45 school days (Stateestablished timeline)	76.2%	95.2%	96.6%	96.9%	97.41%	94.58%	97.70%

- 1. Monitored for initial evaluation timelines within each LEA and documented reasons timeline was exceeded, if applicable. Completed and ongoing.
 - Data were collected during the LEA Self Assessment process, on-site monitoring by the USOE, Desk Audits, Dispute Resolution, and LEA comprehensive improvement plan reporting.
 - Information on the number of days and the reasons the timeline was exceeded is specifically requested and collected by the USOE and maintained in a database for this indicator.

Results of this activity included LEA Special Education Directors and staff receiving immediate feedback on their performance on this requirement, clarification of the requirement, and additional onsite professional development on initial evaluation timeline requirements with examples and non-examples. This in turn increased LEA knowledge of the 45 school day initial evaluation timeline as documented by UPIPS monitoring visits, agendas, and evidence of correction of noncompliance, thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

- 2. Analyzed monitoring data regarding initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded. Completed and ongoing.
 - The USOE 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 comprehensive improvement plan and document professional development of staff and correction as soon as possible, but in no case later than one year.

The USOE was able to determine the reason the majority of the evaluations exceeded the
timeline (teacher noncompliance) and address the need Statewide. The USOE enforcement
activities were implemented, including: LEA Special Education Directors were notified in writing of
teacher noncompliance issues, LEAs were required to revise their comprehensive improvement
plans to include and address noncompliance with initial evaluation timelines, and the USOE
provided technical assistance at the LEA level.

Improvement activities resulted in USOE and LEA staff, when presented with State and LEA data, observing trends and planning to address needs demonstrated by the data, causing the USOE and LEA staff to work together to address teacher noncompliance issues as documented by discussions with LEA Special Education Directors and improved rates of initial evaluations completed within 45 school days, thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

- 3. Provided LEA-level data to LEAs on their status regarding initial evaluation timelines, eligibility, and range/reasons if timeline is exceeded. Completed and ongoing.
 - The USOE aggregated data for purposes of this APR and provided LEAs with an analysis of their data when findings of noncompliance were discovered.
 - LEAs with initial evaluations exceeding the 45 school days were required to include this indicator in their comprehensive improvement plan and document professional development and correction of policies, procedures, and practices as soon as possible but in no case later than one year.

Results of this activity included increased discussion of LEA data among LEA staff members and LEA file monitoring for Indicator 11, which in turn increased LEA staff knowledge of 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, and discussions with LEA Special Education Directors, thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

- 4. Provided professional development to special education teachers, related service providers, and evaluators Statewide on initial evaluation timeline requirements. Completed and ongoing.
 - Forty-four USOE staff professional development hours were provided to LEA staff Statewide addressing child find, evaluations, and timeline requirements.
 - LEAs were reminded during fall USOE 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 staffs.

Results of this activity included Statewide professional development activities and USOE/LEA file monitoring for Indicator 11, which in turn increased LEA staff knowledge of the 45 school day initial evaluation timeline as documented by professional development logs, thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

- 5. Developed and disseminated a parent training manual, in conjunction with the UPC, which clarifies the evaluation process, including timeline requirements, as well as school and parent responsibilities. Completed and ongoing.
 - The manual was completed and disseminated during the 2009-10 school year.
 - The UPC continued to disseminate this manual to school staff and parents during the 2011-2012 school year. It is also posted on the UPC website at http://www.utahparentcenter.org/publications/handbooks/.

Results of this activity included continued dissemination of a parent training manual which has increased parent knowledge and monitoring of initial evaluation timelines, which in turn increased LEA knowledge of 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 the special education and related services needed to improve their educational performance.

- 6. Implemented focused monitoring process to provide additional technical assistance and review LEAs that continued to not meet targets. Completed and ongoing.
 - The USOE developed and implemented criteria for determining the need for an on-site monitoring visit.
 - The USOE developed and implemented a protocol for an annual Desk Audit and focused on-site visit. During 2011-2012, all LEA data were reviewed at least once.
 - The USOE utilized information during annual LEA Desk Audits to determine if LEAs needed onsite visits.
 - The USOE provided additional technical assistance when needed.

Results of this activity included an increase in the required Statewide LEA staff professional development activities and USOE/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge of the 45 school day initial evaluation timeline by requiring additional focus on this timeline as documented by correction of noncompliance, and discussions with LEA staff and Special Education Directors thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

- 7. Developed 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 were included in State personnel shortage discussions.
 - Charter schools were provided with additional opportunities to network and discuss solutions for personnel shortages during monthly roundtables.
 - During data analysis it was discovered that the most common reason for initial evaluations not being completed within the timeline was due to teacher noncompliance. Nine of the thirteen delays occurred around school holidays, indicating that teachers had difficulty completing evaluations in a timely manner after a school break. The USOE enforcement activities were implemented, including: LEA Special Education Directors notified in writing of teacher noncompliance issues, LEAs were required to revise their comprehensive improvement plans to include and address noncompliance with initial evaluation timelines, and the USOE provided technical assistance that targeted this reason for the delays.

Improvement activities resulted in increased collaboration between LEAs to identify and utilize evaluation personnel, as documented by discussions with both Charter Directors and charter school Special Education Directors, thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

- 8. Addressed shortage of qualified examiners with Institutes of Higher Education (IHEs) in Utah. Completed and ongoing.
 - Three meetings were held during FFY 2011 with representatives from LEAs, IHEs, and the LISOF
 - IHE and LEA personnel identified and reviewed strategies to meet the evaluation personnel needs of the LEAs.

Results of this activity included 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, thereby ensuring that students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

9. Utilized enforcement actions to ensure LEAs are in compliance with the initial evaluation timeline requirement. Completed and ongoing.

- The USOE staff discussed the need for compliance with all LEAs during monthly USOE and roundtable meetings with LEA Special Education Directors.
- The USOE staff provided written notification on noncompliance and timelines for correction to LEAs with noncompliance. LEAs with noncompliance participated in discussions regarding noncompliance with the USOE staff during which the noncompliance and the requirements were reviewed, the reason for the noncompliance was determined, and comprehensive improvement planning occurred to address the reason for noncompliance.
- The USOE enforcement actions, when needed, target the reason for the LEA noncompliance to
 ensure timely correction. For example, when the issue is teacher noncompliance, the LEA
 Special Education Director is notified in writing of the noncompliance, and required to revise the
 LEA's comprehensive improvement plan to address the noncompliance.

Results of this activity included increased Statewide professional development activities and USOE/LEA file monitoring for Indicator 11, which in turn increased LEA knowledge of 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. Students suspected of having a disability are evaluated in a timely manner, and if eligible, provided with the special education and related services needed to improve their educational performance.

- 10. The USOE notified LEA Special Education Directors that of the timelines exceeded all were due to teacher noncompliance with the requirement. The USOE prompted affected LEAs for information on how this issue was addressed as part of their UPIPS comprehensive improvement plan.
 - The USOE staff notified LEA Special Education Directors in March 2012.
 - Impacted LEAs were required to address teacher noncompliance as the root cause of the noncompliance in their comprehensive improvement plans.

Results of this activity included an increased awareness of teacher noncompliance as the root cause of the noncompliance and resulted in revised comprehensive improvement plans to address the issue, which in turn increased LEA knowledge of the 45 school day initial evaluation timeline.

Correction of Previous Year's Noncompliance (FFY 2010): Corrected to 100%

As described in Display 11-3, 100% of noncompliance identified during FFY 2010 was corrected within one year. In the event that noncompliance is not corrected in a timely manner, the following enforcement actions will occur (actions will be selected to target the reason behind the continuing noncompliance): require technical assistance, additional LEA professional development, and delay of IDEA funds.

Display 11-3: Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2010 for this indicator: 94.58%

1. Number of findings of noncompliance the State made during FFY 2010 (the p 1, 2010 through June 30, 2011)	period from July	19
2. Number of FFY 2010 findings the State verified as timely corrected (corrected from the date of notification to the LEA of the finding)	d within one year	19
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within the date of notification to the LEA of the finding)	in one year from	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)		
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A	
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A	

Verification of Correction (either timely or subsequent):

There are no remaining Indicator 11 findings of noncompliance from previous APR reporting periods. All Indicator 11 noncompliance has been corrected within required timelines. The USOE verified that the LEAs are implementing the specific regulatory requirements of 34 CFR §300.301. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of 34 CFR §300.301, including completing initial evaluations within the State-required timelines of 45 school days, based upon the USOE's review of representative data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). The USOE ensured that all initial evaluations found to be noncompliant in FFY 2010 were completed, though late, and eligibility determined for the students (Prong 1 of the OSEP 09-02 Memorandum). In the review of additional data, a sample of files was reviewed to determine ongoing LEA compliance with 34 CFR §300.301 (Prong 2 of the OSEP 09-02 Memorandum). Each file was reviewed to ensure correct and timely initial evaluation determination. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with 34 CFR §300.301, including completing initial evaluations within the State-required timelines of 45 school days.

Display 11-4: Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement Response Table	State's Response
The State must report, in its FFY 2011 APR due February 15, 2013, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2010 APR (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation although late, unless the child is no longer within the jurisdiction of the LEA.	In the process of determining that the LEA corrected noncompliance for this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of 34 CFR §300.301, including completing initial evaluations within the Staterequired timelines of 45 school days, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits).

LEAs with findings of noncompliance reported in the FFY 2010 APR were required to submit evidence of individual and LEA-wide correction of noncompliance to the USOE. Documentation of correction included submission of additional student records that demonstrated compliance with this indicator (including that the initial evaluation was completed) (Prong 2 of the OSEP 09-02 Memorandum). The USOE verified correction and notified the LEA in writing that the noncompliance had been corrected. The USOE verified that the LEAs are implementing the specific regulatory requirements of 34 CFR §300.301, including completing initial evaluations within the State-required timelines of 45 school days, as per the OSEP 09-02 Memorandum. Additionally, the USOE ensured that the initial evaluations, although late, were completed and eligibility determined for the students in question (Prong 1 of the OSEP 09-02 Memorandum). As a result of these USOE and LEA actions (as described above), each LEA is in accordance with 34 CFR §300.301, including completing initial evaluations within the State-required timelines of 45 school days.

The USOE has attempted to clarify in this APR and in the revised SPP the distinction between identification of possible noncompliance and findings of noncompliance. LEAs who identify and correct noncompliance prior to being issued a finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

If the State is unable to demonstrate compliance in the FFY 2011 APR, the State must review its improvement activities, if necessary, to ensure compliance.

Although improvement occurred, the target of 100% was not met. As a result, improvement activities have been reviewed and it was determined that no additional activities are needed at this time.

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No new or revised activities needed at this time.

Part B State Annual Performance Report (APR) for FFY 2011

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 Part B 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 or to whom exceptions under 34 CFR 300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Account for children included in **a** but not included in **b**, **c**, **d**, or **e**. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

FFY	Measurable and Rigorous Targets	
2011 (Data Year 2011-2012)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.	

Actual Data for FFY 2010: 99.83%

The target of 100% was not met; however, 99.83% of children referred by Part C prior to age 3 were evaluated and eligibility determined before their third birthdays.

The USOE ensures that all students referred by Part C prior to age 3 were evaluated and eligibility determined before their third birthdays, as required in 34 CFR §300.124. All school districts must track all students referred from Part C and submit those data to the USOE. During the 2011-2012 school year, 1,631 students who transitioned from Part C to Part B had data submitted into the Statewide database Transition from Early Intervention Data Information System (TEDI) of eligible or not eligible status as part of the general supervision system. These 1,631 files came from 41 school districts (school districts in Utah are responsible for transitioning students with disabilities from Part C to Part B).

Display 12-1: Percent of Children Referred by Part C Who are Found Eligible for Part B and Have IEPs Developed by Their Third Birthdays

		FFY 2011
a.	# of children served in Part C and referred to Part B	1,631
b.	# found not eligible and whose eligibility was determined prior to third birthdays	308
C.	# of those found eligible who have an IEP developed and implemented by their third birthdays	1,233
d.	# for whom parent refusals to provide consent caused delays in evaluation or initial services	82
e.	# of children who were referred to Part C less than 90 days before their third birthdays	6
	# in a but not in b, c, or d (number of children whose eligibility not determined before their third birthday)	2
Pe	rcent who met the indicator	99.83%

The Statewide database TEDI was fully operational in FFY 2009. TEDI accesses the Part C Statewide database daily to obtain a list of all children that meet four criteria: child is 30 months old, has not opted out, actively enrolled, and is considered potentially eligible for Part B. Each child's data are transferred to TEDI with the child's demographic information. As the Part C database enters a child into TEDI, TEDI then accesses the USOE's Statewide Student Identifier System (SSID) to provide that child with a unique identification number that will continue with that child throughout his/her education in Utah. To ensure confidentiality, individual child-level data are only available to school personnel with the appropriate permissions within TEDI.

TEDI provides an up-to-date status of the Part C to Part B transition conference, the date of the child's third birthday, and whether the child was found eligible or not eligible. The Part C and Part B database (TEDI) provides data back and forth on a daily basis. Before a child's file can be closed out in Part C the provider is required to reconcile data that has come from TEDI to ensure that the exit reason is accurately recorded for each child that has been referred to Part B.

TEDI provides the State and the school districts with the necessary Census data to complete this indicator. These transition data were collected from July 1, 2011 through June 30, 2012. In the process of reviewing school district data on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum. Noncompliance with timelines for Indicator 12 (34 CFR §300.124) is identified during an annual review by the State monitoring specialist of the TEDI database. (The database is reviewed at the end of each school year). During FFY 2011, timeline noncompliance was identified in two LEAs and reported in this FFY 2011 APR; however, one of the LEAs that were issued a finding of noncompliance for this indicator provided verification of ongoing compliance after the finding was issued. Since the LEA had already been issued a finding of noncompliance it was required to document correction of noncompliance through verification that the evaluations were completed within the timeline, (Prong 1) and submit updated data verifying compliance with this regulatory requirement (Prong 2). Since Utah requires full compliance with OSEP 09-02 Memorandum for all findings of noncompliance, the finding is documented, corrected, and yet resulted in no student files being found out of compliance with the timeline, as demonstrated in Display 12-4.

Display 12-2: Description of Finding and Correction Timelines Reported in FFY 2011

Data Source	FFY of	FFY of Issued	Number of	FFY of	FFY of
	Noncompliance	Finding	Findings	Correction of	Correction
			_	Noncompliance	Reported in
					APR
*TEDI	2009	2010	6 (in 6 LEAs)	2011	2011
*UPIPS	2010	2010	1 (in 1 LEA)	2011	2011
Monitoring					
TEDI	2010	2011	3 (in 3 LEAs)	2012	2012
UPIPS	2011	N/A	0	N/A	N/A
TEDI	2011	2012	2 (in 2 LEAs)	2013	2013

^{*}Note: FFY 2011 Indicator 15 Display 15-2 reflects the seven LEAs with findings in FFY 2010 and corrected in FFY 2011.

Valid and Reliable Data:

School districts ensure that their data are reliable and valid when the data are submitted to the USOE. School district Preschool Coordinators are either responsible for gathering these data or checking the data that are submitted for accuracy. After June 30th of each year the USOE 619 Preschool Coordinator reviews the data submitted by school districts and contacts school district personnel if there are any concerns in the data submitted. In addition, the UPIPS Statewide monitoring system is used to obtain additional compliance data through on-site file reviews and/or Self-Assessment. UPIPS ensures that each LEA is included in the formal monitoring process and describes how LEAs are selected for on-site visits (see SPP for additional monitoring system detail). During FFY 2011 an additional verification step was added in order to validate LEA self-reported data. The USOE 619 Preschool Coordinator used the TEDI database to calculate the number of files that each LEA produced. The LEAs selected for this additional verification were part of the UPIPS cohort. During FFY 2011, this additional verification step included eight year four school districts and 30 files. All data submitted aligned with the data reported in TEDI.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2011-2012):

As indicated in Display 12-3, improvement was made from FFY 2010 as the percentage of children meeting this indicator increased from 99.6% to 99.83%. Since the TEDI database is now in place, all students referred from Part C to Part B are included in the data for this indicator. While the FFY 2011 rate is slightly below the target of 100%, Utah continues to progress toward achieving the 100% compliance rate. The progress shown on this indicator is highly attributable to the provision of technical assistance described in the following activities and the process for correcting noncompliance. These activities provided additional resources and supports to ensure a smooth and timely transition from Part C to Part B for students and their families and have improved the rate of compliance with this indicator.

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 Over Time

		FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
a.	# of children served in Part C and referred to Part B	321	206	325	1,694	1,851	1,631
b.	# found not eligible and whose eligibility was determined prior to third birthdays	67	44	34	249	384	308
C.	# of those found eligible who have an IEP developed and implemented by their third birthdays	234	135	272	1,203	1,339	1,233
d.	# for whom parent refusals to provide consent caused delays in evaluation or initial services	7	20	15	89	80	82
e.	# of children who were referred to Part C less than 90 days before their third birthdays	NA	NA	NA	134	42	6
	# in a but not in b, c, or d	21	7	4	19	6	2
	rcent who met the licator	94.73%	95.10%	98.60%	98.45%	99.60%	99.83%

Display 12-4: Reasons for Timeline Delays

LEA	Number of Delays	Number of Days Delayed	Reasons for Delay
1	2	12-19	Additional testing needed, IEP unable to be completed due to staff circumstance
2	0	N/A	Data were verified that no timelines were exceeded and LEA submitted updated data verifying compliance

Note: This chart contains data on all students who were included in a, but not in b, c, or d. These data reflect timeline delays.

^{1.} Provided school district staff with professional development on requirements regarding the process for determining eligibility and required timelines. This will allow for a smoother transition for the student and family. Completed and ongoing.

[•] Professional development was provided to 11 school districts.

This activity resulted in the school district staff following eligibility and timeline procedures and requirements, correcting noncompliance, and providing verification of correction of noncompliance to the State as soon as possible, and in no case later than one year.

- 2. Developed guidance on reporting requirements for Part C and Part B. Completed and ongoing.
 - During FFY 2011, the information was updated on the USOE preschool special education website so that all school districts can access the information.
 - Guidance for reporting was refined in FFY 2010 and will continue through FFY 2013.

Results of this activity are reflected in the TEDI manual on the USOE special education website under preschool and will continue through FFY 2013.

- 3. Collaborated with Part C to develop a web-based method to share data between the two agencies. Completed and ongoing.
 - In FFY 2011, Part C and Part B personnel have collaborated to enhance the TEDI database as
 well as the Part C database. These enhancements provide better communication between the
 two databases. Part C and Part B continue to meet with the software developers to enhance the
 ability of the two databases to provided needed information to both agencies.

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

- Developing a new Memorandum of Understanding (MOU) with Part C. Ongoing and timeline being revised.
 - This activity timeline was changed in order to reflect the Part C regulations, statutes, as well as additional clarification provided by OSEP.

Results of this activity, when completed, will outline shared responsibility for 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 C and Part B personnel at the State level, have met and worked together to ensure that all students were accounted for during this reporting period, as well as to collaborate on the ongoing updates of information shared between the Part C and Part B databases.

This activity has resulted in more effective communication at the State level which has assisted school district staff at the local level, as demonstrated by improved data on this indicator, allowing for a smoother transition for students and families.

- Tracked school districts that did not reach the target of 100%. Completed and ongoing.
 - In FFY 2011 one LEA exceeded the timeline requirements and conducted professional development for staff reviewing the timeline requirement. One other LEA was additionally identified as being noncompliant but submitted verification of ongoing compliance after the finding was issued.

Results of this activity indicated that the TEDI database provided benefit to the school districts and the State. School district staff compiles data in real time and monitors their data as often as believes necessary. The benefit to the State is that the database will not allow any children to be unaccounted for in the transition process. Compliance with this indicator is now easier to track. This will result in higher compliance rates on this indicator.

Correction of Previous Year's Findings of Noncompliance (FFY 2010):

1.	Number of findings of noncompliance the State made during FFY 2010 (the period from July	7
	1, 2010 through June 30, 2011)	'
2.	Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	7
3.	Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4.	Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	0
5.	Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6.	Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	N/A

Display 12-5 Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 for this indicator: (1) is correctly implementing 34 CFR §300.124(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	Utah reported that seven LEAs had findings of noncompliance on Indicator 12 in FFY 2010, which were corrected within one year and are reported in both Indicators 12 and 15. In the process of determining that the LEA corrected noncompliance of this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of 34 CFR §300.124, including completing initial evaluations/IEPs, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits).
If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	Improvement activities have been reviewed and it was determined that one revised activity timeline was needed and is described below.

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Activities	Justification	Timelines	Resources
REVISED ACTIVITY # 4	Utah Part C and Part B	Extended through June	USOE 619 Preschool
Develop a new MOU	staff have been meeting	2013	Coordinator, State
with Part C.	on an ongoing basis to		Director of
	develop the MOU.		Special Education, Part
	•		B Compliance
			Coordinator, State Part
			C Director, ICC, USEAP

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2011 (Data Year 2011-2012)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. IEPs also include evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Actual Data for FFY 2011: 86.03%

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

	FFY 2011
# of youth whose IEPs were reviewed	272
# of youth whose IEPs met the indicator	234
Percent of youth whose IEPs met the indicator	86.03%

The target of 100% was not met.

Data on this indicator were collected from 14 LEAs with secondary programs that were monitored through on-site visits in 2011-2012. Trained USOE staff or contract monitors reviewed 272 files using the web-based compliance monitoring application. Of the 272 IEPs reviewed, 234 of the IEPs, or 86.03%, met the State requirements. The review process that was part of the UPIPS was developed to ensure that each LEA is included in the formal monitoring process. The UPIPS monitoring system also describes how LEAs are selected for on-site visits (see SPP for additional monitoring system detail).

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

NSTTAC items	UPIPS Student Record Review items
Is there a measurable postsecondary goal or goals that covers education or training,	76. The IEP includes measurable post-secondary goals for: post-secondary training or education;
employment, and, as needed, independent living?	employment; independent living skills; none included.
2. Is (are) the postsecondary goal(s) updated annually?	74. Date of most current transition plan. If one or more transition plans have been updated for this student, enter the date of the previous transition plan (74b).
3. Is there evidence that the measurable postsecondary goal(s) were based on ageappropriate transition assessment?	75. Did the team use and document age- appropriate transition assessments?
4. Are there transition services in the IEP that will	78, 79, 80, 81. Are there transition services in the
reasonably enable the student to meet his or her	IEP that will reasonably enable the student to meet
postsecondary goal(s)?	his or her postsecondary goal(s)?
5. Do the transition services include courses of	82. Does the transition plan contain a course of
study that will reasonably enable the student to meet his or her postsecondary goal(s)?	study (courses and other educational experiences)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	77a, 77b, 77c. Is (are) there annual IEP goal(s) related to the student's transition service needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition	40, 41b.2, 41c, 42b.2. Is there evidence that the student was invited to the IEP Team meeting
services were discussed?	where transition services were discussed?
8. If appropriate, is there evidence that a	78a, 78b, 78c, 79a, 79b, 79c, 80a, 80b, 80c, 81a,
representative of any participating agency was	81b, 81c. If appropriate, is there evidence that a
invited to the IEP Team meeting with the prior	representative of any participating agency was
consent of the parent or student who has reached	invited to the IEP Team meeting with the prior
the age of majority?	consent of the parent or student who has reached the age of majority?

Valid and Reliable Data:

Data reliability and validity were ensured through a collection process that used multiple methods. Data were collected during monitoring 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 monitoring data collection system, including items related to secondary transition, at least annually. The UPIPS web-based compliance monitoring application is implemented at both the State and LEA level for Statewide monitoring and LEA self-assessment and self-monitoring. This tool was rigorously designed and is aligned with the SPP and APR Indicators. Therefore, the results reflect the level of current understanding and compliance of LEA staff in regards to transition planning. The web-based compliance monitoring application provides the USOE with specific information to target necessary technical assistance.

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 accurate and reliable. In addition, monitoring results are verified in all monitored LEAs through cross data checking (between LEA submitted reports and data, USOE Desk Audits, LEA Self-Assessment reports, and additional on-site data collection by the LEA and/or the USOE).

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2011-2012):

Display 13-3: Indicator 13 results over time

	FFY 2010	FFY 2011
# of youth whose IEPs were reviewed	127	272
# of youth whose IEPs met the indicator	74	234
Percent of youth whose IEPs met the indicator	58%	86.03%

As indicated in Display 13-3, the number of IEPs that met the requirements of this indicator in FFY 2011 was significantly higher than in FFY 2010. This progress is attributed to targeted professional development, an increased focus on transition planning at the USOE and LEA level, forms that contain needed prompts for complete transition plans, and an increase in agency involvement in transition planning.

LEAs with identified incomplete transition plans received a written finding of noncompliance and were required to document correction of the finding as soon as possible and in no case later than one year. Additional required actions to document correction of noncompliance are described below in the "Correction of Previous Year's Noncompliance" section of this indicator.

Display 13-4: Root Cause Analysis by NSTTAC Checklist Item for FFY 2011

NSTTAC items	Number of files reviewed	Number of files meeting requirements	% of files meeting requirements
1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	272	256	94.12%
2. Is (are) the postsecondary goal(s) updated annually?	272	258	94.85%

NSTTAC items	Number of files reviewed	Number of files meeting requirements	% of files meeting requirements
3. Is there evidence that the measurable postsecondary goal(s) were based on ageappropriate transition assessment?	272	258	94.85%
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	272	268	98.53%
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	272	263	96.69%
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	272	261	95.96%
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	272	259	95.22%
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	272	249	91.54%

A root cause analysis by NSTTAC checklist item was conducted to determine areas of weakness and relative strengths. The results, shown in Display 13-4, indicate that a relative weakness is involvement of other agencies in IEP meetings with prior consent (91.54%). Improvement activities have been developed by the USOE to address these issues. All other checklist items were documented in at least 94% of the files reviewed.

A review of transition plan forms used by the LEAs monitored during FFY 2010 determined that some forms did not adequately prompt IEP teams through the transition process. This was especially evident in the area of agency involvement. The USOE Monitoring Specialist required LEAs to submit updated forms beginning in FFY 2011, resulting in LEA transition forms containing recommended prompts of items needed for complete transition plans.

The USOE took immediate action upon reviewing FFY 2010 Indicator 13 data, resulting in changes at the State and LEA levels. The USOE Superintendent of Public Instruction issued a written statement to all School District Superintendents, Charter Directors, Special Education Directors, and LEA staff regarding the need to immediately improve school to post-school transition planning for students with disabilities and the expectation that all LEAs be in 100% compliance with the requirements of 34 CFR §300.320. This request was in conjunction with the recent USBE focus on increasing the college and career readiness of all students, including students with disabilities. Data collected in FFY 2011 document that Utah's compliance with Indicator 13 has increased significantly to 86.03%, demonstrating that the improvement activities implemented by the USOE have had a substantial positive impact on LEA policies, procedures, and practices regarding school to post-school transition. Regardless, the USOE plans to continue with the intense focus on improvement in this indicator, anticipating continued improvement towards the target of 100% compliance, which will be reported in the FFY 2012 APR.

1. Developed and implemented a long term State-level plan for transition activities that will provide leadership and support for educators and parents, to ensure students with disabilities will be better prepared to transition to further education, employment, and independent living. Completed and ongoing.

This activity resulted in:

- Development of a stakeholder group composed of special educators and administrators, parents, agency representatives (Substance Abuse and Mental Health, Vocational Rehabilitation (VR), and Division of Services for People with Disabilities(DSPD)), and USOE special education staff. The strategic planning process was facilitated by staff of the University of Utah Center for Public Policy and Administration. The stakeholder group identified three transition priorities: team member roles and responsibilities; culturally and linguistically responsive transition planning; and consistent Statewide service delivery.
- Dissemination of a needs assessment survey to LEA special educators and administrators. Of the 244 surveys that were completed and submitted, areas of greatest need were identified in selfadvocacy training for students (47%), inter-agency collaboration (43%), age-appropriate transition assessments (37%), development of sites for community work experiences (35%), parent training (35%), and IEP development (32%). This survey was conducted by the University of Utah Center for Public Policy and Administration.
- Completion of the State Transition Strategic Plan which was presented to LEA Special Education Directors in May 2012.
- 2. Contacted directors of LEAs in UPIPS Year 1 (Self-Assessment) to schedule professional development in transition planning in the IEP. Completed and ongoing.

This activity resulted in:

- All LEAs with secondary programs were contacted and offered professional development.
- One LEA (charter school) requested professional development prior to conducting the Self-Assessment.
- 3. Developed and provided targeted professional development to improve agency involvement in transition planning. Completed and ongoing.

This activity resulted in:

- 91.54% of IEPs reviewed contained documentation that IEP teams considered whether agencies might be providing or paying for services and obtaining consent and inviting agency representatives to the IEP when needed.
- 4. Submitted a request for participation in Intensive Technical Assistance from NSTTAC. If selected, develop and implement a technical assistance plan. Completed and ongoing.

This activity resulted in:

- The USOE was notified of successful application for Intensive Technical Assistance on March 2, 2012.
- The Utah plan was developed at the May 2012 NSTTAC Capacity Building Institute.
- 5. The USOE Monitoring Specialist required LEAs to submit updated transition forms beginning FFY 2011. Completed and ongoing.

This activity resulted in:

- All LEAs in UPIPS Year 1 submitted transition plan forms for approval which contributed to an increased number of files reviewed that met Indicator 13 requirements.
- 6. Presented data showing current challenges and strengths in transition/school completion to participants at the Utah Symposium for Special Education Personnel Preparation: Preparing Highly

Effective Teachers. Incorporated recommendations from group discussions in transition/school completion activities at the USOE level. Completed.

This activity resulted in:

- Recommendations from the Symposium that included:
 - Develop activities to increase involvement of Vocational Rehabilitation Counselors in the transition planning process
 - o Develop activities to increase student involvement in the IEP process
- Development of FFY 2012 activities to address these recommendations.
- 7. Followed up to monitor correction of noncompliance to ensure 100% compliance within one year. Completed and activity being revised.

This activity resulted in:

- 100% of noncompliance was corrected within one year.
- 8. Purchased a variety of research-based transition assessment instruments which are to be made available on loan to LEAs for trial use. Completed and ongoing.

This activity resulted in:

- Transition assessments were purchased, shared with LEAs during professional development and technical assistance activities and loaned to LEAs on request.
- Use of transition assessments was documented in 94.85% of files reviewed in FFY 2011.
- Sponsored regional Transition Roundtables to provide professional development on transition issues, such as IDEA 2004 transition plan requirements, employment options, and postsecondary education. Completed.

This activity resulted in:

- Roundtables were held in two locations during fall of 2011.
- This activity will be discontinued and professional development provided using other formats to better meet the needs expressed by LEA directors.
- 10. Using UPIPS monitoring data, provided individualized professional development to LEAs to facilitate compliance with IEP requirements within stated timelines. Completed and activity being revised.

This activity resulted in:

• 100% of noncompliance was corrected within one year.

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

The LEAs with findings of noncompliance in this area identified during file reviews in FFY 2010 were required to write a comprehensive improvement plan 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 (100%) are now in compliance as indicated in Display 13-5 and all findings of noncompliance were corrected within one year.

Verification of Correction (either timely or subsequent):

All findings of noncompliance identified in FFY 2010 related to regulatory requirements of 34 CFR §300.320, including having IEPs with complete transition services plans, were corrected. The USOE verified that the LEAs are implementing the specific regulatory requirements of 34 CFR §300.320. In the process of determining that the LEAs corrected noncompliance for this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA findings of noncompliance in the

policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEAs are correctly implementing the specific regulatory requirements of 34 CFR §300.320, including completing transition plans that meet Indicator 13 requirements, based upon the USOE's review of representative data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). Additionally, the USOE ensured that existing transition plans that were not in compliance in FFY 2010 were completed accurately for the students in question (Prong 1 of the OSEP 09-02 Memorandum). A sample of files was subsequently reviewed to determine ongoing LEA compliance with 34 CFR §300.320 (Prong 2 of the OSEP 09-02 Memorandum). As a result of these USOE and LEA actions (as described above), each LEA is in accordance with 34 CFR §300.320. In the event that noncompliance is not corrected in a timely manner, the following enforcement actions will occur (actions will be selected to target the reason behind the continuing noncompliance): required technical assistance, additional LEA professional development, and delay of IDEA funds.

Display 13-5: Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2010 for this indicator: 58%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	255
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	255
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	0
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A

Display 13-6: Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement Response Table	State's Response
The State must report, in its FFY 2011 APR due February 15, 2013, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2009 APR (1) is correctly implementing the specific regulatory requirements; and (2) has corrected each individual case of noncompliance, unless the student is no longer within the jurisdiction of the LEA.	In the process of determining that the LEA corrected noncompliance for this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of 34 CFR §300.320(b) and

300.321(b), including correction and completion of existing and incomplete transition plans, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits).

LEAs with findings of noncompliance reported in the FFY 2010 APR were required to submit evidence of individual and LEA-wide correction of noncompliance to the USOE. Documentation of correction included submission of additional student records that demonstrated compliance with this indicator (including that the incomplete transition plan was completed) (Prong 2 of the OSEP 09-02 Memorandum). The USOE verified correction and notified the LEAs in writing that the noncompliance had been corrected. The USOE verified that the LEAs are implementing the specific regulatory requirements of 34 CFR §300.320(b) and 300.321(b), including correction of existing and incomplete transition plans, as per the OSEP 09-02 Memorandum. Additionally, the USOE ensured that the incomplete transition plans were completed for the students in question (Prong 1 of the OSEP 09-02 Memorandum). As a result of these USOE and LEA actions (as described above), each LEA is in accordance with 34 CFR §300.320(b) and 300.321(b), including completing incomplete transition plans.

The USOE has attempted to clarify in this APR and in the revised SPP the distinction between identification of possible noncompliance and findings of noncompliance. LEAs that identify and correct noncompliance prior to being issued a finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

If the State is unable to demonstrate 100% compliance in the FFY 2011 APR, the State must review its improvement activities, if necessary, to ensure compliance.

Upon completion of a data review/root cause analysis, the State reviewed and developed three additional improvement activities to immediately address the noncompliance.

Display 13-7: Percent of IEPs with Corrected Transition Plans

	FFY 2010
# of IEPs that did not meet the requirements of Indicator 13	127
# of IEPs with corrected within one year	127
% of IEPs with corrected noncompliance within one year	100%

Note: This chart reflects the number of student files that did not contain complete transition plans, not findings of noncompliance. Findings of noncompliance from FFY 2010 are included in Display 13-5. LEAs that identify and correct noncompliance prior to being issued a finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Revisions, <u>with Justification</u>, to Proposed Improvement Activities/Timelines/Resources for FFY 2011:

Activity	Timeline	Resources	Justification
NEW ACTIVITY #1 Hold regional cross-trainings with special educators and VR counselors. Teams of special educators and the VR counselors who are assigned to their schools will meet to develop plans to improve VR involvement in transition planning. Plans will be monitored by the USOE Transition Specialist and VR staff. Special educators will be required to submit an IEP by December 1, 2012 showing VR involvement in transition planning.	August 2012 through 2013	USOE Staff, IDEA State-level Activities Set Aside Funding, VR staff	Involving agencies in transition planning was identified as a need in a needs assessment survey (Survey of LEAs, March 2012). This was identified as a priority in the Transition Strategic Plan: ensure agency, including LEAs involvement and accountability with transition planning and implementation of services Statewide. This activity was recommended by the Utah Symposium for Special Education Personnel Preparation: Preparing Highly Effective Teachers in spring 2012.
NEW ACTIVITY #2 As part of the NSTTAC Intensive TA plan, hold a Utah Transition Institute for LEA teams. LEA teams will review LEA-level data and complete a self-assessment prior to developing individual plans for improving transition services and student outcomes. Strands will address needs identified in the March 2012 needs assessment survey (e.g., student self-advocacy) and priorities identified in the Transition Strategic Plan (i.e., culturally and linguistically responsive transition planning).	Fall 2012 through 2014	USOE Transition Specialist, NSTTAC staff	The Institute will provide an opportunity for LEA teams to receive intensive professional development and develop plans to address transition needs in their LEA. This activity was recommended by the Utah Symposium for Special Education Personnel Preparation: Preparing Highly Effective Teachers in spring 2012.

Activity	Timeline	Resources	Justification
NEW ACTIVITY #3 Develop online professional development modules for transition planning, including modules for transition planning as part of standards based-IEPs.	Fall 2012 through 2013	USOE Transition Specialist, UPDC staff, Utah State University staff, IDEA State-level Activities Set Aside Funding	File review data, needs assessment survey results, and strategic plan priorities all indicate a need for continued professional development in transition planning. Online modules will allow educators and agency representatives to access professional development at a convenient time and location, eliminating the time and funds required for travel.
REVISED ACTIVITIES #7 AND #10 Provide professional development and technical assistance to LEAs based on UPIPS monitoring data, to ensure 100% compliance within one year.	Fall 2012 through 2013	USOE Transition Specialist, LEA staff, UPIPS monitoring data	Two activities were combined in a single activity.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement:

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Targets
2011 (Data Year 2011-2012)	Youth who are no longer in secondary school and had IEPs in effect at the time they left school will be: A = 28.6% enrolled in higher education B = 55.3% enrolled in higher education or competitively employed C = 72.8% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

Actual Data for FFY 2011: See Display 14-1

Display 14-1. Survey Results by Indicator 14 Measurement

Measurement	"n" Size	Actual Data	Target	Target Met or Not Met
A. Enrolled in higher education	197	24.9%	28.6%	No
Enrolled in higher education or competitively employed	511	64.7%	55.3%	Yes
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment	639	80.9%	72.8%	Yes
Not engaged or under-engaged	151	19.1%	N/A	N/A

The target of 28.6% for Measurement A was not met.

The target of 55.3% for Measurement B was met.

The target of 72.8% for Measurement C was met.

During the 2010-2011 school year, a total of 2,455 youth with disabilities ("exiters") exited the school year by graduating with a regular high school diploma, receiving a certificate of completion, reaching maximum age for eligibility, or dropping out. The USOE (through its contractor) conducted a telephone survey between June and September 2012, attempting to contact each student up to six times. The survey was designed to allow individuals other than the exiter, e.g., other family members, to answer the survey if the exiter was not available or could not provide the information. Surveys were completed and returned by 790 respondents, for a 32.2% response rate. Each exiter is counted only once in the highest category, e.g., if an exiter has completed at least one term in higher education and is competitively employed, the exiter would only be counted in the "enrolled in higher education" category.

The definitions of the engagement categories are:

Higher education - Respondents who have been enrolled on a full- or part-time basis in a community or technical college (2-year program) or a college or university (4-year program) for at least one complete term, at any time in the year since leaving high school.

Competitively employed - Respondents who have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 20 hours per week for at least 90 days (including military employment) and who have not completed at least one term in a higher education program at any time in the year since leaving high school.

Other postsecondary education or training - Respondents who have been enrolled in other postsecondary programs on a full- or part-time basis for at least one complete term, at any time in the year in an education or training program and have not completed at least one term in a higher education program or been competitively employed at any time in the year since leaving high school.

Other employment - Respondents who have worked for pay or been self-employed for a period of at least 90 days and have not completed at least one term in a higher education or other postsecondary program, or been competitively employed, at any time in the year since leaving high school. This includes working in a family business.

Not engaged - Respondents who have: (a) not completed at least one term in higher education program or other postsecondary education or training; (b) never been competitively or otherwise employed; (c) have been underemployed; (d) have missing data elements.

Display 14-2: Unduplicated Count of Respondents by Engagement Category

	Category	"n" Size	Calculation (n ÷ n Responders x 100)	Rate
1.	Enrolled in higher education	197	197 ÷ 790 x 100	24.9%
2.	Competitively employed (and not counted in 1 above)	314	314 ÷ 790 x 100	39.7%
3.	Some other postsecondary education or training (and not counted in 1 or 2 above)	49	49 ÷ 790 x 100	6.2%
4.	Some other employment (and not counted in 1, 2, or 3 above).	79	79 ÷ 790 x 100	10.0%
	Not engaged or under-engaged	151	151 ÷ 790 x 100	19.1%

As seen in Display 14-2, the largest percentage of exiters in 2010-2011 was in the category of competitively employed (39.7%, n=314), followed by the category of enrolled in higher education (24.9%, n=197). The remaining categories were: not engaged (19.1%, n=151), some other employment (10.0%, n=79) and enrolled in other postsecondary education or training (6.2%, n=49).

Further study of the employment data revealed that 7.7% of all respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment." The respondents indicated a variety of reasons why they were unemployed or had not worked since leaving school such as: the part-time job was ending; had been enrolled in a job training program and was now looking for work; was in jail; was nervous about getting a job; or was serving a church/humanitarian mission. In all, 9.9% of respondents reported participating in a church/humanitarian mission within one year of leaving school; this is an increase from the rate of 7.8% among 2009-2010 exiters (reported in the FFY 2010 APR). Respondents were also asked about their use of adult agencies and support services once they exited school: 19.5% of all respondents indicated that they had contacted VR. This is a slight decrease from the rate of 19.7% among 2009-2010 exiters (reported in the FFY 2010 APR).

A study of postsecondary data indicated that 5.5% of all respondents had enrolled in higher education, but had not completed one term. 3.5% of all respondents indicated that they had enrolled in other postsecondary education or training, but also had not completed one term. Again, the respondents indicated a variety of reasons for not attending or completing a postsecondary education program, such as: couldn't afford to continue; family obligations; serving a church/humanitarian mission; drug use; working full time; "did not need to be in school"; or health/disability reasons. When asked, 11.0% of all respondents indicated having contacted a college or university student assistance center, which is an increase of 3% from 2009-2010 exiters reported in the FFY 2010 APR.

Of the 151 exiters reported as not engaged, 69.5% (n=105) had never been engaged in employment or postsecondary education or training and 30.5% (n=46) were under-engaged. Under-engaged means that although the individual had been employed or enrolled in some kind of postsecondary education or training program, that level of engagement did not meet the established criteria for one of the four categories of higher education, competitive employment, other postsecondary education, or other employment.

Disaggregated Outcomes by Subgroups

In order to better understand the post-school outcomes of Utah youth, the USOE used the National Post-School Outcomes Center (NPSO) Data Display Templates to further analyze the outcomes data. Outcomes for each subgroup, gender, disability, type, ethnicity, and exit type were examined.

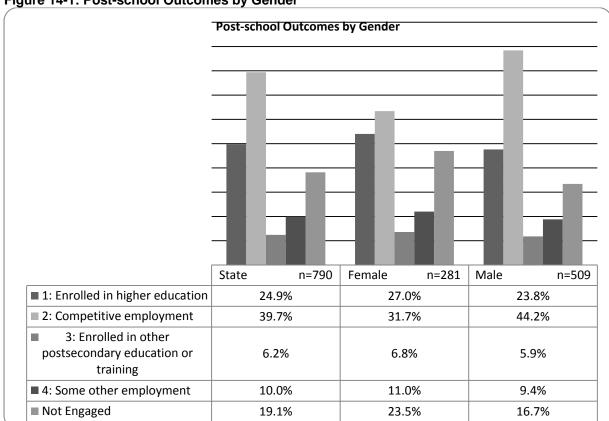


Figure 14-1: Post-school Outcomes by Gender

As seen in Figure 14-1, Post-School Outcomes by Gender, females (27.0%) reported being enrolled in higher education more often than males (23.8%). Females (6.8%) also were enrolled in other postsecondary education or training programs more often than males (5.9%). This is similar to the Fall 2011 enrollment figures for all Utah colleges and universities, where 41.5% of the enrollees aged 18-19 years were males and 58.2% were females (Utah System of Higher Education 2012 Data Book, http://www.higheredutah.org/). Males (44.2%) reported being competitively employed more often than females (31.7%), but more females (11.0%) reported being engaged in some other employment than males (9.4%). Both males (7.7%) and females (7.8%) had worked since leaving school, but had not met the criteria for competitive employment. When asked if they had ever been employed, 29.9% of the females and 18.7% of the males indicated that they had not worked for pay since leaving school. Both males and females reported similar levels of non-engagement, with males (16.7%) reporting being not engaged less often than females (23.5%).

Further study and root cause analysis by LEA are needed to better understand the lower rates of postsecondary education enrollment for males and competitive employment for females.

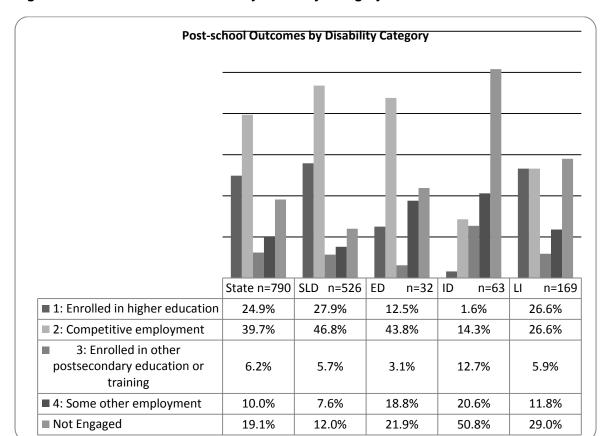


Figure 14-2: Post-school Outcomes by Disability Category

SLD - Specific Learning Disability

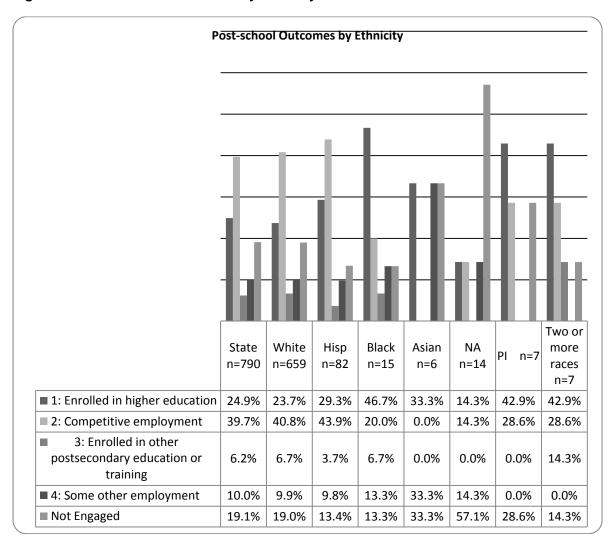
As seen in Figure 14-2, Post-School Outcomes by Disability Category, more youth in the Specific Learning Disability (SLD) eligibility category reported being enrolled in higher education (27.9%) than any other group. Youth in the Emotional Disturbance (ED) eligibility category (43.8%) reported being competitively employed more than any other group. Youth in the Intellectual Disability (ID) eligibility category (50.8%) reported being not engaged more than any other youth group.

ED – Emotional Disturbance

ID - Intellectual Disability

LI – Low Incidence Disabilities (Autism, Deafblindness, Hearing Impairment/Deafness, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech/Language Impairment (for this age group), Traumatic Brain Injury, Visual Impairment/Blindness) UNK – Unknown disability

Figure 14-3: Post-school Outcomes by Ethnicity



Hisp - Hispanic/Latino

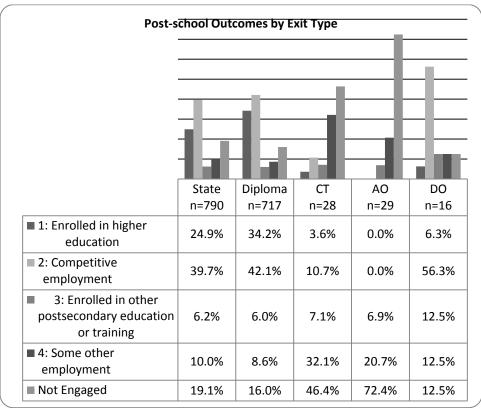
PI – Pacific Islander

NA - Native American/Alaskan Native

UNK - Unknown Ethnicity

As seen in Figure 14-3, the number of responses of minority youth is small (131 or 16.6% of the total respondents), making it difficult to draw any conclusions. The USOE has included additional improvement activities designed to improve the response rate of minority youth.





CT - Certificate of Completion

AO - Reached Maximum Age of Eligibility

DO - Dropped Out

As seen in Figure 14-4, a higher percentage of youth who exited school with a high school diploma are engaged in higher education (34.2%) than any other exit type. An examination of responses by disability group indicates that 20.5% (147 respondents) of these youth were identified in school as having a specific learning disability and 0.5% (4 respondents) were youth identified in school as having emotional disabilities. Youth in no other disability categories reported attending a higher education program. Students who exited with a Certificate of Completion (3.6%) or reached maximum age for eligibility (0%) were least likely to be enrolled in higher education.

Youth who dropped out of school were most likely to be enrolled in other postsecondary education or training (12.5%). Further analysis of the data indicated these youth attended programs to earn an Adult High School Diploma (through local adult education programs) or Utah High School Completion Diplomas (based on passing the GED). No youth who dropped out of school attended other vocational, training, or apprenticeship programs.

Youth who dropped out of school were more likely to be competitively employed (56.3%) than any other group, followed by youth who exited with a diploma (42.1%). Youth who dropped out of school reported being not engaged (12.5%) significantly less than students who exited school with a Certificate of Completion (46.4%). Youth who exited school at age 22 were the least likely to be enrolled in higher education (0%) or engaged in competitive employment (0%). Additionally, 72.4% of these youth reported being not engaged; of these, 6.5% (19 youth) reported being never engaged and 6.9% (2 youth) reported being under engaged (engaged, but not meeting criteria for Indicator 14).

The USOE is receiving intensive technical assistance from the NDPC-SD as a way to improve school completion (i.e., graduation with a diploma) for all students, and thus improve student post-school outcomes.

USBE rules allow LEAs to award a Certificate of Completion to any student who has not met graduation requirements, is in his/her senior year, and is exiting the school system. Many LEAs award students who are exiting school at age 22 with a Certificate of Completion. When reporting the exit data to the USOE Clearinghouse, LEAs may use the exit code "CT", indicating that the student has received a Certificate of Completion instead of using the exit code "AO", indicating that the student has reached maximum age of eligibility. The USOE has provided professional development to LEAs to address reporting the exit status of students who exit at maximum age; while the number of students coded "AO" has increased, it is not possible to determine how many students who coded "CT" exited at age 22.

Valid and Reliable Data:

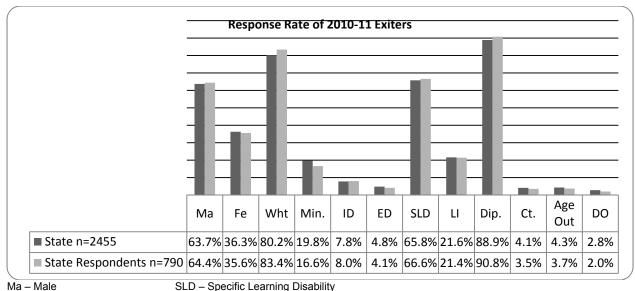
Student information for OSEP reports is regularly submitted to the USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Data Warehouse. Data generated for this survey include: student name, birth date, gender, ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code.

Prior to FFY 2010, the USOE had utilized a sampling strategy to sample each LEA each year, with the number in the sample dependent on the number of exiters in the previous year. Beginning in FFY 2010, the USOE implemented a census survey in order to increase the number of responses to the survey. As a result, the response rate increased from 20% in FFY 2009 to 32% in FFY 2011, and the number of respondents increased from 310 to 790.

Trained interviewers attempted to call each of the 2,455 exiters up to six times each between June 2012 and September 2012. Fifty-one exiters were ineligible for the survey and were excluded from the survey pool. Students were ineligible for the survey as follows: one had returned to high school; one had not yet graduated; forty-seven were in the wrong class; two were deceased. Of the eligible exiters, 790 (32.2%) were successfully interviewed.

The response rate by LEA varied from 0% to 100%, with a median response rate of 31.0%. A telephone interview was conducted by a professional phone interview company. This company has sophisticated software that ensures a given exiter will be called at various times of the day and days of the week to increase the likelihood that any given exiter will be successfully reached.

Figure 14-5: Comparison of State Population and State Respondents by Gender, Ethnicity/Race, Disability, and Exit Type



Ma – Male Fe – Female Wht – White Min. – Minority ID – Intellectual D

ID – Intellectual Disability
ED – Emotional Disturbance

LI – Low Incidence Disabilities
Dip. – High School Diploma
Ct. – Certificate of Completion

Age Out – Reached maximum age for eligibility

DO - Dropped out

Figure 14-5 shows the comparison of population of exiters, the representative sample of those who exited, and those eligible exiters who responded to the phone survey.

Missing Data

The overall response rate was 32.2%, meaning of the 2,455 students who exited the school system in 2010-2011, survey responses were not obtained from 1,665 or 67.8% of exiters. Four surveys were not completed due to unresolved language, comprehension or communication barriers; however, Spanish-speaking interviewers were available. In three cases, the former student was unavailable and no other responder was available. One hundred thirty-four individuals declined to answer questions, 714 phone numbers provided were not accurate, and 800 calls were not answered. This last category included calls that were completed to answering machines. A review of the response data by LEA did not indicate any patterns (e.g., rural/urban, school district/charter). Students in the eligibility category Emotional Disability had the lowest response rate (4.1%) and Specific Learning Disability the highest (66.6%). Exiters who reached maximum age had a 3.7% response rate; diploma recipients had the highest rate at 90.8%. The USOE will continue to work with the NPSO Center to identify strategies to address the low response rates of specific disaggregate groups.

Display 14-3: Representativeness of Survey Respondents

	Overall	SLD	ED	ID	LI	Female	Minority	Dropout
Target Exiter Totals	2,455	1,616	117	191	531	891	485	68
Response Totals	790	526	32	63	169	281	131	16
Target Exiter Representation		65.82%	4.77%	7.78%	21.63%	36.29%	19.76%	2.77%
Respondent Representation		66.58%	4.05%	7.97%	21.39%	35.57%	16.58%	2.03%
Difference		-0.72%	-0.83%	1.02%	-0.24%	-0.72%	-3.18%*	-0.74%

SLD – Specific Learning Disability ID – Intellectual Disability

Selection Bias

The USOE used the NPSO Response Calculator to determine the representativeness of the survey respondents. Based on the Response Calculator shown in Figure 14-3, survey respondents other than minority respondents, were representative of the target group. Exiters who were of minority ethnicity were under-represented as indicated by a negative difference greater than 3%. An analysis of this difference indicated that no specific minority group was significantly under-represented, based on NPSO standards, as shown in Display 14-4.

Display 14-4: Representative of Minority Survey Respondents

	Overall	Hisp	Black	Asian	PI	NA	2 or More Races
Target Minority Exiter Totals	485	310	43	21	27	60	24
Response Totals	131	82	15	6	7	14	7
Target Minority Exiter Representation		63.92%	8.87%	4.33%	5.57%	12.37%	4.95%
Respondent Representation		62.59%	11.45%	4.58%	5.34%	10.69%	5.34%
Difference		-1.33%	2.58%	0.25%	-0.23%	-1.68%	0.39%

Hisp - Hispanic/Latino

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011 (Data Year 2010-2011):

Display 14-5: Actual Achieved Data over Time

	FFY 2009	FFY 2010	FFY 2011
Measurement A	28.7%	33.1%	24.9%
Measurement B	55.9%	68.1%	64.7%
Measurement C	74.8%	80.6%	80.9%
Not Engaged or Under-Engaged	25.2%	19.4%	19.1%

Progress in the over-all engagement, as noted by the decrease in the non-engagement rate (Display 14-5), may be attributed to several factors.

 School counselors and special educators have received professional development in the use of Utah Futures, an online career information and planning system (<u>www.utahfutures.org</u>).

LI – Low Incidence Disabilities ED – Emotional Disturbance

^{*}A difference of greater than +/- 3% is considered by NPSO to be an important difference.

PI – Pacific Islander

NA - Native American/Alaskan Native

- The response rate for FFY 2011 was 11.2% higher than for FFY 2010 and the number of students who responded increased by 47.1%. The increased number of respondents results in a more accurate picture of youth engagement rates than reported in previous APRs.
- LEA Special Education Directors received professional development resulting in more access to their data by the LEA. Some LEA Special Education Directors used these data to make changes in their transition programs that would, over time, positively impact student outcomes.

Slippage in Measurement A, the number of youth attending higher education programs, may have been influenced by the number of youth participating in church or humanitarian missions in the year after leaving school. While the rate of participation in this activity remained the same from FFY 2010 to FFY 2011, the number of youth participating doubled (FFY 2010 n=32, FFY 2011 n=64). This change had the most impact on the potential number of youth enrolled in higher education programs; 61 of the 64 youth were those who exited the school system by graduating with a diploma. Had even 30 of those youth participating in a church/humanitarian mission enrolled in higher education, the target for Indicator 14 would have been met. In FFY 2011, young men 19 years of age and young women 21 years of age were able to participate in 24 month (males) or 18 month (females) missions for the Church of Jesus Christ of Latter-Day Saints (LDS), by-passing education and employment opportunities during this time. Effective October 2012, the age will be lowered to 18 for males and 19 for females, meaning many youth will be able to participate in LDS church missions immediately after leaving high school. This change is expected to negatively impact Indicator 14 Measurement A in the future.

An additional factor influencing enrollment in higher education programs could be the average 7.5% increase in tuition costs in Utah institutions of higher education for 2011-12 compared to a mean wage increase of 0.7% (United States Department of Labor, Bureau of Labor Statistics, May 2011 State Occupational Employment and Wage Estimates, Utah). Data reported in the Utah System of Higher Education 2011 and 2012 Data Books indicate a 1% decrease in the number of students enrolled in Utah four-year colleges and universities in fall 2011 compared to fall 2010. While the decrease in college enrollment for youth with disabilities was larger, it does mirror the Utah college attendance rates for all students.

Display 14-6: Actual Achieved Data over Time Based on Engagement Categories

	FFY 2009	FFY 2010	FFY 2011
Enrolled in Higher Education	28.7%	33.1%	24.9%
Competitively Employed	27.1%	35.0%	39.7%
Enrolled in Other Postsecondary Education	8.4%	4.3%	6.2%
Other Employment	10.6%	8.2%	10.0%
Not Engaged	25.2%	19.4%	19.1%

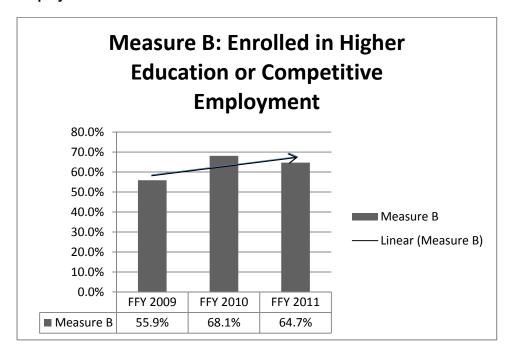
Measurement B is calculated by adding the numbers of exiters enrolled in higher education and those competitively employed and dividing the sum by the total number of respondents. Slippage in Measurement B is reflective of the slippage in Measurement A, as fewer exiters attended higher education in FFY 2011 than in FFY 2010 (Display 14-6). It is important to note that FFY 2011 exiters who were competitively employed, also a factor of Measurement B, increased over FFY 2010 exiters, as did the number of exiters who were enrolled in other postsecondary education programs or engaged in other employment. The number of exiters engaged in some type of postsecondary employment or education has increased over-all, as evidenced by the slight decrease in the "not engaged" rate.

Measure A: Enrolled in Higher **Education** 35.0% 30.0% 25.0% 20.0% Measure A 15.0% - Linear (Measure A) 10.0% 5.0% 0.0% FFY 2009 **FFY 2010** FFY 2011 28.7% 24.9% ■ Measure A 33.1%

Display 14-7: Trend Data, Measurement A: Enrolled in Higher Education

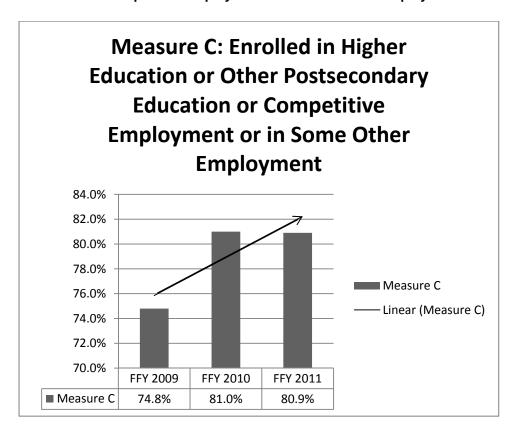
As shown in Display 14-7, Measurement A (enrollment of students in higher education within a year of exiting the school system) is on a downward trend for all Utah students with disabilities. This means that, since baseline data were reported FFY 2009, enrollment in higher education is decreasing.

Display 14-8: Trend Data, Measurement B: Enrolled in Higher Education or Competitive Employment



As shown in Display 14-8, Measurement B, which includes students enrolled in higher education or competitive employment, is on an upward trend. This is due to the increased rate of exiters engaged in competitive employment, as reflected in Display 14-6.

Display 14-9: Trend Data, Measurement C: Enrolled in Higher Education or Other Postsecondary Education or Competitive Employment or in Some Other Employment



Display 14-9 shows the marked upward trend for Measurement C. This indicates that the engagement rate of exiters is on an upward trend from FFY 2009.

1. As part of the marketing plan developed with NPSO, an article about post-school outcomes and data was included in the monthly USOE-SES newsletter. Completed and ongoing.

This activity resulted in:

- Increased familiarity of LEA Special Education Directors with the post-school survey and results.
- An increase in the number of LEA Special Education Directors applying for user names and passwords to access outcomes data for their LEA.
- Increased response post-school outcomes survey response rate.
- 2. With the special education teaching staff at the Utah State University, developed a transition council to determine how special educators can be better prepared to address transition needs of students with disabilities. This council includes representatives from VR, LEA transition programs, the DSPD, Work Ability Utah, the UPC, USU staff, USU Disability Resource Center and the USOE. Completed and ongoing.

This activity resulted in:

- Quarterly meetings of the Utah Transition Action Team (UTAT).
- Creation of sub-committees related to family involvement, employment, post-secondary education, and agency collaboration.
- Development of sub-committee objectives to improve student outcomes.
- Development of the Canvas UTAT website for sub-committee planning.

3. With USOE and LEA leadership and NPSO assistance, developed a plan to improve response rates of targeted subgroups. Completed and ongoing.

This activity resulted in:

- Development of a process for LEAs to update exiter contact information.
- Increased response rate and representativeness of response rate.
- 4. Presented data showing current challenges and strengths in transition/school completion to participants at the Utah Symposium for Special Education Personnel Preparation: Preparing Highly Effective Teachers. Incorporated recommendations from group discussions in transition/school completion activities at the USOE level. Completed.

This activity resulted in:

- Recommendations:
 - o Cross-training for VR counselors and special educators.
 - o Increased involvement of students in transition planning.
- Presented current and trend data and data access procedures to LEA directors. Completed and ongoing.

This activity resulted in:

- Data were presented to LEA Special Education Directors in a series of articles in the USOE special education newsletter.
- Procedures to obtain a user name and password to access LEA data were included in the newsletter and emailed directly to all LEA Special Education Directors.
- LEA Special Education Directors who had not obtained a user name and password were contacted individually, resulting in 70% of LEAs having the ability to access Indicator 14 date for their LEA.
- 6. Reviewed data collection and reporting procedures and modified as needed. Completed and ongoing.

This activity resulted in:

- Development of procedures that would more easily allow LEAs to correct exiter contact information.
- This procedure was demonstrated to LEA Special Education Directors at a State meeting.
- The USOE contacted each LEA once all exiters from that LEA had been contacted with procedures for correcting information for exiters who were unable to be contacted.
- The Indicator 14 FFY 2011 response rate increased to 32% from the FFY 2010 rate of 21%.
- 7. Used post school outcomes data to provide professional development to LEAs to facilitate use of data for program development. Completed and activity being revised.

This activity resulted in:

- LEA post school outcomes data were presented as part of professional development in individual LEAs.
- State data were shared with LEAs with no respondents or low response rates as an example of data available when developing transition programs.
- 8. With LEA directors, developed and implemented a system to improve the survey response rate of low-responding subgroups. Completed.

This activity resulted in:

• The response rates of previously under-represented groups were representative of the State sample.

Correction of FFY 2010 Findings of Noncompliance in Related Requirements (if State reported less than 100% compliance):

Level of compliance for State reported for FFY 2010 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	N/A

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (Same as the number (3) from above)	N/A
5. Number of FFY 2010 findings the State verified as corrected beyond the one-year timeline ("subsequent correction")	N/A
6. Number of FFY 2010 findings not verified as corrected [(4) minus (5)]	N/A

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Activities	Timelines	Resources	Justifications
REVISED SPP ACTIVITY #9 With the UPDC, develop a transition strand in the Utah Coaching Network professional development activities.	Not completed and discontinued FFY 2011	USOE Transition Specialist, UPDC Staff	A group of stakeholders from the USOE and the UPDC met and determined this was not an effective or efficient way to provide professional development in transition planning.
REVISED ACTIVITY #7 Using post school outcomes data provide professional development to LEAs to facilitate use of data for program development.	Completed and revised FFY 2011 (See NEW ACTIVITY #5)	USOE Transition Specialist	This activity will be addressed in NEW ACTIVITY #5.
NEW ACTIVITY #1 To increase the involvement of VR counselors in transition planning, provide cross training to VR counselors and special educators.	Summer 2012 through 2013	USOE Transition Specialist, USOE staff, NPSO staff, VR staff	This activity was developed to address the recommendation from the Utah Symposium for Special Education Personnel Preparation: Preparing Highly Effective Teachers.

Activities	Timelines	Resources	Justifications
NEW ACTIVITY #2 Provide professional development to special educators on how to increase student involvement in the IEP process, including active participation in IEP meetings.	Spring 2013	USOE Transition Specialist, USOE staff, UPDC staff	This activity was developed to address the recommendation from the Utah Symposium for Special Education Personnel Preparation: Preparing Highly Effective Teachers.
NEW ACTIVITY #3 Provide professional development on transition planning with culturally and linguistically diverse youth and their families for special educators.	Spring 2013	USOE Transition Specialist, USOE staff, UPDC staff, NSTTAC technical assistance	Utah's student population is becoming more culturally diverse. Educators need to be cognizant of cultural mores as they help students develop transition plans.
NEW ACTIVITY #4 Contract to develop web-based professional development on transition planning. These professional development modules will be posted on the USOE and UPDC websites.	Fall 2012	USOE Transition Specialist, contract vendor, IDEA State-level activity funding	Indicator 13 data, visits to LEAs, and discussions with LEA directors and staff indicate that special educators have a need for ongoing assistance to develop effective transition plans and programs.

Part B State Annual Performance Report (APR) for FFY 2011

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.

FFY	Measurable and Rigorous Target
2011 (Data Year 2011-2012)	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 Data for FFY 2011: 100.00%

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

	Identified 2010-2011 Corrected Within 1 Year
Target	100%
# of Total Findings	1,754
# Corrected within One Year	1,754
% Correction of Noncompliance	100.00%

The target of 100% was met.

The USOE ensures that all findings of noncompliance are corrected as soon as possible and in no case later than one year. There were 1,754 findings of noncompliance made and 1,754 findings verified as timely corrected within one year. UPIPS is in alignment with IDEA 2004 and general supervision requirements as outlined by federal and State statutes. UPIPS is an integrated, continuous process involving data collection, data verification, identification of compliance status, correction of noncompliance including verification of correction, reporting, application of rewards and enforcements, and technical assistance. UPIPS is designed to ensure both State level and individual LEA compliance with the federal special education requirements and monitors those areas most closely associated with improved academic results for students with disabilities (see Utah's SPP for additional monitoring system detail).

Display 15-2: Part B Indicator 15 Worksheet

		T	1	<i>a</i> > <i>a</i> •
Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Percent of youth with IEPs graduating from high school with a regular diploma. Percent of youth with	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
IEPs dropping out of high school. 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 training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on Statewide assessments.	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	24*	116*	116*
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of LEAs identified as having a significant discrepancy in the rates of suspensions and expulsions of children	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
with disabilities for greater than 10 days in a school year. 4B. Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in	Dispute Resolution: Complaints, Hearings	0	0	0

^{*}All findings were specific to Indicator 3 related requirements. 123

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. 5. Percent of children	Manitoring Activities			
with IEPs aged 6 through 21 educational placements. 6. Percent of preschool children aged 3 through	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	44**	544**	544**
5 early childhood placement.	Dispute Resolution: Complaints, Hearings	4**	6**	6**
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	42	329	329
a means of improving services and results for children with disabilities.	Dispute Resolution: Complaints, Hearings	1	1	1
9. Percent of LEAs with disproportionate representation of racial and ethnic groups in special education that is the result of	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
inappropriate identification. 10. Percent of LEAs with disproportionate	Dispute Resolution: Complaints, Hearings	0	0	0

^{**}All findings were specific to Indicator 5 related requirements. 124

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.				
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	19	19	19
State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Dispute Resolution: Complaints, Hearings	0	0	0
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	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	7	7
implemented by their third birthdays.	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	26	255	255
that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Other	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	44	462	462
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Evaluation and Eligibility	Monitoring Activities: Self Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	13	13
	Dispute Resolution: Complaints, Hearings	2	2	2
Sum the numbers down Column a and Column b			1,754	1,754
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100.00%

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2011:

- The USOE developed a web-based compliance monitoring application for compliance data collection during the 2010-2011 school year. The application allowed for increased rigor in conducting file reviews. Each file is individually reviewed and added to the application by either the LEA or the USOE. The application does not serve as a comprehensive State compliance database. Several LEAs also used the USOE application for collecting compliance data during their Self-Assessments. The introduction of this application increased the number of findings that were issued during the 2010-2011 school year. The application also includes a method for LEAs to submit documentation of correction of each individual case of noncompliance identified (Prong 1) as well as documentation that the LEA is correctly implementing the specific regulatory requirements (Prong 2) as required by the OSEP 09-02 Memorandum. As a result of the ability for the LEAs to track remaining correction requirements, as well as their timeline for correction, all findings of noncompliance were corrected within one year of identification, demonstrating progress from FFY 2010 rates of 99.83%.
- The implementation of several activities has also resulted in progress through correction of noncompliance including correction of policies, 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 USOE 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 APR determinations in either a positive manner or through enforcement actions for continuing noncompliance.
- As indicated in the chart below, the USOE has had substantial compliance with and made consistent progress toward this indicator since FFY 2005.

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
Number of Findings Corrected within One Year	165	563	507	499	382	587	1.754
Total Number of Findings Issued	190	593	518	504	382	587	1,754
% of Findings Corrected within One Year	86.80%	94.94%	97.88%	99.01%	99.48%	99.83%	100%

- All LEAs with findings of noncompliance were required to complete a root cause analysis to
 determine the cause of the identified noncompliance. During the root cause analysis LEAs review
 several aspects of their special education programs to determine why noncompliance is
 occurring. Due to this in-depth analysis LEAs are able to pinpoint the cause of the noncompliance
 and correct the noncompliance with greater speed and accuracy, resulting in increased rates of
 timely correction of noncompliance.
- All LEAs with findings of noncompliance in FFY 2005, FFY 2006, FFY 2007, FFY 2008, FFY 2009, and FFY 2010 have corrected their findings of noncompliance. As a result, no enforcement actions were needed.
- One hundred twenty LEAs were monitored during FFY 2010. In those LEAs with findings, all findings were corrected as soon as possible, but in no case later than one year of identification.

Each improvement activity was reviewed in terms of its impact on Indicator 15. Improvement activities resulted in Statewide professional development activities and USOE/LEA file monitoring for Indicator 15, which in turn increased LEA staff knowledge, monitoring, and compliance with IDEA requirements, ensuring that appropriately identified students with a disability will receive a free appropriate public education needed to improve their educational performance.

- 1. Utilized UPIPS monitoring data and the UPIPS program to collect data on LEA compliance. Completed and ongoing.
 - Monitoring data, through various processes, were collected for all LEAs.
 - The UPIPS application was used to collect student file review data at the USOE level from 25 LEAs. Additionally, all but 10 of the remaining LEAs used the UPIPS web application for Self-Assessment, additional data collection, and professional development.

Results of this activity included increased UPIPS Statewide professional development activities and USOE/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, and improved rates of correction of noncompliance.

- 2. Tracked correction of LEA areas of noncompliance within the one year timeline. Completed and ongoing.
 - The UPIPS web application is used to track progress of each LEA in the correction of noncompliance.
 - A dashboard shows all findings, progress, and correction dates for each LEA.
 - o The web application is used to record both deadlines and dates of corrections.
 - As the data are received, the data are checked for accuracy by USOE staff and approval is documented on the spreadsheet.

- A formal letter is then sent to the LEA describing the approval of submitted data and current status on UPIPS requirements.
- Correction of noncompliance as soon as possible, but in no case later than one year, 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.

Results of this activity included 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, the UPIPS spreadsheet, and improved rates of correction of noncompliance.

- Provided LEAs with prompt feedback on FFY 2010 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 Director meetings.
 - After discussions, each LEA was sent an APR determination letter and the final data used to decide the level of determination, which prompted additional discussion between USOE and LEA staff.

Results of the activity included increased Statewide professional development activities and USOE/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, the UPIPS spreadsheet, and improved rates of correction of noncompliance.

- 4. Implemented 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 USOE disaggregated FFY 2010 APR data to the LEA level.
 - The USOE applied the LEA-level data to the Framework and made LEA determinations.
 - The USOE notified LEAs of their determination and resulting recognition, assistance, and/or enforcement actions.

Results of the activity included 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, the UPIPS spreadsheet, and improved rates of correction of noncompliance.

- 5. Conducted professional development for LEA Special Education Directors and staff in areas of noncompliance with re-collection of compliance data after professional development. Completed and ongoing.
 - Thirty five hours of professional development was provided for 111 LEAs in the areas of evaluation, eligibility determination, IEP development, parental involvement, placement, and transition
 - Fifty nine hours of professional development was provided for 111 LEAs in the use of the UPIPS web application and correction of noncompliance.

Results of this activity include increased Statewide professional development activities and USOE/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, the UPIPS database, and improved rates of correction of noncompliance.

Timely Correction of FFY 2010 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1.	Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011 (Sum of Column a on the Indicator B15 Worksheet)	1,754
2.	Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	1,754
3.	Number of findings not verified as corrected within one year [(1) minus (2)]	0

FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4.	Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5.	Number of FFY 2010 findings the State has verified as corrected beyond the one- year timeline ("subsequent correction")	N/A
6.	Number of FFY 2009 findings not yet verified as corrected [(4) minus (5)]	N/A

Actions Taken if Noncompliance Not Corrected:

All FFY 2010 findings of noncompliance were corrected as soon as possible, but in no case later than within one year.

Verification of Correction for Findings of Noncompliance Reported in the FFY 2010 APR (Either Timely or Subsequent):

There is no remaining uncorrected noncompliance from previous APR reporting periods. All Indicator 15 noncompliance has been corrected at the time of the submission of this APR. The USOE has verified that each LEA with findings of noncompliance identified in FFY 2010 is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data subsequently collected either through on-site monitoring activities or LEA submitted data. In the process of determining that the LEAs corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of the noncompliance, and the root cause of the noncompliance, requiring correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific IDEA regulatory requirements.

The USOE has also verified that each LEA has corrected each individual case of noncompliance, unless the student is no longer within the jurisdiction of the LEA (Prong 1 of the OSEP 09-02 Memorandum). In the review of additional data, a sample of files was reviewed to determine ongoing LEA compliance (Prong 2 of the OSEP 09-02 Memorandum).

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):

To verify correction of findings of noncompliance, the USOE reviewed the correction of each individual case of noncompliance (Prong 1 of the OSEP 09-02 Memorandum) as well as reviewed additional updated data submitted by the LEA to ensure that additional data submitted were accurate (Prong 2 of the OSEP 09-02 Memorandum). Each LEA with findings of noncompliance was required to conduct a root cause analysis to determine the cause of each instance of noncompliance.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

Correction of remaining FFY 2009 findings of noncompliance is not applicable because all FFY 2009 findings were corrected as of the FFY 2010 APR.

If the State reported <100% for this indicator in its FFY 2009 APR and did not report that the remaining FFY 2009 findings were subsequently corrected, provide the information below:

Number of remaining FFY 2009 findings noted in OSEP's June 2011 FFY 200 APR response table for this indicator	10 0
2. Number of remaining FFY 2009 findings the State has verified as corrected	0
Number of remaining FFY 2009 findings the State has NOT verified as correct [(1) minus (2)]	eted N/A

Correction of Any Remaining Findings of Noncompliance from FFY 2008 or Earlier (if applicable):

Correction of any remaining findings of noncompliance from FFY 2008 or earlier is not applicable because all FFY 2008 findings were corrected as of the FFY 2009 APR.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
In reporting on correction of noncompliance in the FFY 2011 APR, the State must report that it verified that each LEA with noncompliance identified in FFY 2009; (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP 09-02 Memorandum.	The State's response is described above in the section titled: Verification of Correction for findings of noncompliance reported in the FFY 2010 APR (either timely or subsequent).
In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2011 APR, the State must use the Indicator 15 Worksheet.	The State's response is described above in the section titled: Verification of Correction for findings of noncompliance reported in the FFY 2010 APR (either timely or subsequent). Utah used the required Indicator 15 Worksheet.

Revisions, with Justification, to Proposed	l Targets/Improvement	Activities/Timelines/Resources
for FFY 2012:		

No new or revised activities are needed at this time.

Part B State Annual Performance Report (APR) for FFY 2011

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
2011 (Data Year 2011-2012)	Eighty-five percent (85%) of the due process hearing complaints that went to resolution session will be resolved through resolution session settlement agreements.

Display 18-1: Number of Resolution Sessions Held

	FFY 2011
Number of Resolution Sessions Held	4

Since the number of resolution sessions held remained under 10 for FFY 2011, Utah is not required to report on this indicator.

Part B State Annual Performance Report (APR) for FFY 2011

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
2011 (Data Year 2011-2012)	Ninety (90) percent of mediations will result in mediation agreements.

Display 19-1: Number of Mediations

	FFY 2011
Number of mediations held	3
Number of Mediations Resulting in Agreements	1

Since the number of mediations held remained under 10 for FFY 2011, Utah is not required to report on this indicator.

Part B State Annual Performance Report (APR) for 2011

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
2011 (Data Year 2011-2012)	One hundred (100) percent of 618 reports, State Performance Plan and Annual Performance Report will be accurate and submitted on time.

Actual Data for FFY 2011: 95.65%.

The target of 100% was not met.

Displays 20-1 and 20-2 provide details of the timeliness and accuracy calculations.

Display 20-1: Detailed Information on the Timeliness and Accuracy of APR Data

SPP/APR Data - Indicator 20				
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	
4B	1	1	2	
5	1	1	2	
6	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	
18	1	1	2	
19	1	1	2	
		Subtotal	38	
APR Score Calculation	Timely Submission Points - If the FFY 2011 APR was submitted ontime, place the number 5 in the cell on the right.		5	
	Grand Total - (Su Timely Submissio	43.00		

Display 20-2: Detailed Information on the Timeliness and Accuracy of 618 Data

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/12	0	1	1	1	3
Table 2 - Personnel Due Date: 11/7/12	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/12	0	1	1	1	3
Table 4 - Exiting Due Date: 11/7/12	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/7/12	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/19/12	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/7/12	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/12	1	1	N/A	N/A	2
				Subtotal	21
618 Score Calculation		Grand Total (Subtotal X 1.8695) =		39.26	

Indicator #20 Calculation			
A. APR Grand Total	43.00		
B. 618 Grand Total	39.26		
C. APR Grand Total (A) + 618 Grand Total (B)			
=	82.26		
Total N/A in APR	0		
Total N/A in 618	0		

Base	86.00
D. Subtotal (C divided by Base*) =	0.957
E. Indicator Score (Subtotal D x 100) =	95.65

Valid and Reliable Data:

Student-level 618 data are collected in the USOE Data Clearinghouse. Table 2 Personnel is collected through the USOE Computer Aided Credentials of Teachers in Utah Schools (CACTUS) database. Dispute resolution data are collected from the LEA and verified by the USOE State and Federal Compliance Officer. Table 8 data are collected from the LEA Annual Finance Report/Program Report (AFR/APR), submitted to the USOE Finance Specialist. 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. The USOE conducts a yearly comparison for consistency as an additional quality check. Utah has constructed an effective Clearinghouse data system in order to meet the reporting requirements of the IDEA and other Federal programs. Public reporting has also helped ensure that data received from the LEAs are accurate, valid, and reliable. The USOE continues to provide technical assistance to LEAs on data entry, review, and correction, in an effort to continuously improve data collection, reporting, and use. In addition, a cohort of new USOE special education staff is participating in internal professional development regarding 618 data needs.

Discussion of Improvement Activities Completed and Explanation of Progress/Slippage for FFY 2011 (2011-2012):

The 95.65% rate of timeliness and accuracy represents slight slippage from the FFY 2011 rate. The USOE Special Education section continues to have extreme turnover in the Data Specialist position in the last year with an additional change of personnel, resulting in Tables 1 and 3 data submission after the due date. This turnover challenge is also impacted by the data submission occurring from another department at the USOE, requiring coordination between multiple SEA departments.

Each improvement activity was reviewed in order to determine its impact on Indicator 20. 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 its data into the USOE Clearinghouse and the data are 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 have provided a basis for improvement through professional development activities and data-based decision making. However, these efforts must be ongoing due to staff changes at both the USOE and LEA levels.

- Collaborated and communicated with USOE personnel regarding data needs. Completed and ongoing.
 - Several USOE interdepartmental meetings were held. All departments are aware of special education data needs and are collaborating to ensure that those needs are met. These discussions included methods to enter data correctly, ensure accuracy, and make needed improvements at the LEA and USOE level.
 - Data were regularly disseminated at special education staff meetings to keep staff members informed. The UPDC was also provided with data as needed to align professional development activities.
 - Data were shared at various committee meetings in order to drive decision making.
 - Data were shared at meetings with all LEA Special Education Directors Statewide. These
 discussions included methods to enter data correctly, ensure accuracy, and needed
 improvements at the LEA and USOE level.

Results of this activity have improved levels of collaboration and effectiveness within the USOE and LEAs, and improved awareness of the data needs for special education activities.

- 2. Utilized 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.
 - A revised USOE Data Technical Assistance Manual was developed and disseminated to LEA Special Education Directors during FFY 2011.

Results of this activity indicated 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.

- 3. Trained new charter school Data Managers and new LEA Special Education Directors on all data collection requirements, including timelines. Completed and ongoing.
 - Quarterly professional development was provided to new charter school Data Managers and new LEA Special Education Directors.
 - A revised USOE Data Technical Assistance Manual was developed and disseminated to LEA Special Education Directors during FFY 2011.

Results of this activity included LEA Data Managers and new LEA Special Education Directors being knowledgeable of data collection requirements.

- 4. The USOE Information Technology Department submits reviewed IDEA data to EDFacts prior to data due date. Completed and ongoing.
 - Data were reviewed by the USOE Special Education section prior to and after EDFacts submission.
 - The USOE Special Education section replaced the Data Specialist multiple times during FFY 2011 and is providing professional development on the data timelines and requirements to the new personnel to ensure that data timeliness and accuracy improve.

Results of this activity included pertinent USOE personnel are becoming knowledgeable about 618 data collection and collaborate to ensure timeliness of complete and accurate submissions.

- 5.618 data collection timeline prompts were added to the USOE internal calendar. Completed and ongoing.
 - Prompts included: Final due dates for all 618 data at the LEA and USOE level; reminder prompts
 for notifying LEAs of due dates at one and two months prior to be deadline; reminder prompts to
 submit USOE data electronically at least 48 hours prior to deadline; reminder prompts for USOE
 staff (special education and IT) to review accuracy of data at least twice before each data
 deadline (once prior to submission and once following submission).

Results of this activity included pertinent USOE and LEA personnel having scheduled times throughout the year to collect and review data prior to and after submission to the USOE and EDFacts.

6. The USOE Data Manager, Program Specialist and a USOE Education Specialist will complete the DAC New Data Manager Training series. Completed.

Results of this activity included trained USOE personnel managing the USOE data system.

Correction of Previous Year's Noncompliance:

In FFY 2010, the State calculated and reported 97.7% data for timeliness and accuracy. Additional staff professional development and data verification procedures were implemented during FFY 2011; however, those actions have not resulted in complete correction as the USOE Special Education section has experienced ongoing staff turnover in the Data Specialist position. That position has recently stabilized and extensive professional development is being provided. Additional improvement activities were developed jointly by the USOE Special Education section and Information Technology section in FFY 2010, as the data are collected and reported through both departments. In addition, the concern over staff turnover and ongoing coding errors was brought to the attention of the USOE Superintendent of Public Instruction.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary, to ensure compliance.	The state reviewed improvement activities. No revisions were needed at this time.
In reporting on Indicator 20 in the FFY 2011 APR, the State must use the Indicator 20 Data Rubric.	The state used and included the Indicator 20 Data Rubric.

Revisions, <u>with Justification</u>, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012:

No new or revised activities are needed at this time.

APPENDIX A

ACRONYMS

ABC/UBI	Academic Behavior and Coaching/Utah Behavior Initiative
AIR	American Institutes for Research
AFR	Annual Finance Report
AMO	Annual Measurable Objective
AO	Aged Out/Reached Maximum Age
APR	Annual Performance Report
ARR	Alternate Risk Ratio
AYP	Adequate Yearly Progress
CACTUS	Computer Aided Credentials of Teachers in Utah Schools
CCD	Common Core of Data
CEIS	Coordinated Early Intervening Services
CFR	Code of Federal Regulations
CoP	Community of Practice
CRT	Criterion-Reference Test
CT	Certificate of Completion
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
Dip	Diploma
Do	Dropped Out
ECO	Early Childhood Outcome Center
ED	Emotional Disturbance
EDEN	Education Data Exchange Network
ELL	English Language Learner
ESEA	Elementary and Secondary Education Act
FAPE	Free Appropriate Public Education
FAY	Full Academic Year
Fe	Female
FFY	Federal Fiscal Year
GED	General Educational Development
Hisp	Hispanic/Latino
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
IES	Institute of Educational Science
IHE	Institute of Higher Education
LEA	Local Education Agency
LI	Low Incidence Disabilities
LRE	Least Restrictive Environment
Ма	Male
MHEDIC	Mental Health Education Integration Consortium
Min	Minority
MPRRC	Mountain Plains Regional Resource Center
MTSS	Multi-tiered System of Supports
NA	Native American

NCES	National Center for Education Statistics
NDPC-SD	National Dropout Prevention Center – Students with Disabilities
NECTAC	National Early Childhood Technical Assistance Center
NPSO	National Post-School Outcomes Center
NSTTAC	National Secondary Transition Technical Assistance Centers
ODR	Office Disciplinary Referral
OSEP	Office of Special Education Programs
PBIS	Positive Behavioral Interventions and Supports
PI	Pacific Islander
REL-West	Regional Educational Laboratory at WestED
RR	Risk Ratio
RtI	Response to Intervention
SES	Special Education Services
SET	School-wide Evaluation Tool
SLD	Specific Learning Disabilities
SPP	State Performance Plan
SSID	Statewide Student Identifier System
SWAT	Statewide Assistance Team
SWD	Student with Disabilities
TEDI	Transition from Early Intervention Data Information System
UAA	Utah's Alternate Assessment
UBI	Utah's Behavior Initiatives
UNK	Unknown
UPC	Utah Parent Center
UPDC	Utah Personnel Development Center
UPIPS	Utah Program Improvement Planning System
UPOD	Utah Preschool Outcomes Data
USBE	Utah State Board of Education
USEAP	Utah Special Education Advisory Panel
USOE	Utah State Office of Education
UTREx	Utah eTranscript and Records Exchange
Wht	White
WRR	Weighted Risk Ratio

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 Safaguarda	<u>Yes</u>	<u>No</u>	<u>NA</u>
 Procedural Safeguards 1. Did you receive a copy of your procedural safeguards (parent's rights)? 2. Were your procedural safeguards (parent's rights) explained so that you understood them? 	Y Y	N N	
3. If you speak a language other than English, does the school communicate with you in that language? Output Description:	Y	N	NA
Evaluation and Eligibility	Υ	N	
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?	Υ	N	
6. Did the evaluation team listen to and consider your input?	Υ	N	
7. Were you invited to a meeting to discuss the results of your child's evaluation?	Υ	N	
	v		
IEP Development8. Was the IEP meeting scheduled at a mutually agreeable time?	Y Y	N N	
9. Did you receive notice of the time and place before each IEP meeting?	Ϋ́	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?	Υ	N	
12. Did a general education teacher attend the IEP meeting?	Υ	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 Y	N N	
16. At your child's IEP meeting, did the team discuss how your child would participate in Statewide and district-wide testing?	Ĭ	IN	
17. At your child's IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?	Υ	N	
18. Did you sign a consent form before your child was placed in special education?	Υ	N	
IEP Implementation	Υ	N	
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	Υ	N	NA
accommodations and modifications written in your child's IEP? 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?23. Are the related services your child receives (i.e., speech therapy, occupational therapy, counseling) helping him/her to benefit from special education services?	Yes Y Y	No N N	NA 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?26. Is your child making progress toward meeting the goals on his/her IEP?	Y Y	N N	
Transition (School to Post-School)	Y Y	N N	NA
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)?	-		
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
 <u>Discipline</u> 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 N	
31. Did he/she receive special education services in a different setting during that time?	Y	N	NA
<u>General</u>	Υ	N	
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?	Υ	N	
35. Does your school encourage your involvement as a means of improving services and results for your child with disabilities?	Υ	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: